

Teacher Evaluation

MISSOURI'S EDUCATOR EVALUATION SYSTEM



www.dese.mo.gov

© 2013 Missouri Department of Elementary and Secondary Education

The Department of Elementary and Secondary Education does not discriminate on the basis of race, color, religion, gender, national origin, age, or disability in its programs and activities. Inquiries related to Department programs and to the location of services, activities, and facilities that are accessible by persons with disabilities may be directed to the Jefferson State Office Building, Office of the General Counsel, Coordinator – Civil Rights Compliance (Title VI/Title IX/504/ADA/Age Act), 6th Floor, 205 Jefferson Street, P.O. Box 480, Jefferson City, MO 65102-0480; telephone number 573-526-4757 or TTY 80-735-2966; email civilrights@dese.mo.gov.

Contents

Introduction	4
Step 1: Identify the indicators to be assessed	5
Step 2: Determine a baseline score for each identified indicator	6
Step 3: Develop an Educator Growth Plan (i.e. professional learning/development plan or improvement plan)	10
Step 4: Regularly assess progress and provide feedback	14
Step 5: Determine a follow-up score for each identified indicator	16
Step 6: Complete the final summative evaluation	19
Step 7: Reflect and Plan	24
Timeline for completion of the Teacher Evaluation Protocol	25
New Teacher Protocol	26
Timeline for New Teacher Evaluation	27
New Teacher Feedback and Evaluation Forms	30
Timeline for completion of the New Teacher Evaluation Protocol	33
Educator Improvement Protocol	34
Timeline for completion of the Educator Improvement Protocol	35
Educator Improvement Plan forms	36

Teacher Evaluation Protocol

Introduction

Missouri's Educator Evaluation System was created, field-tested and piloted, and refined by hundreds of educators across the state. The system is founded on general beliefs about the purpose of the evaluation process. Central to these beliefs is a theory of action which maintains that improving student performance is predicated on the improvement of educator practice. These beliefs include that evaluation processes are formative in nature and lead to continuous improvement; are aligned to standards that reflect excellence; build a culture of informing practice and promoting learning; and use multiple, balanced measurements that are fair and ethical. Districts are encouraged to collectively establish basic beliefs that serve as the foundation of their local evaluation process. Based on the theory of action and beliefs that are the foundation to the state's model Educator Evaluation System, the primary purpose of the Teacher Evaluation Protocol is to promote growth in effective practice that ultimately increases student performance. This growth in practice occurs based on the following sequence:



Growth requires focus. The identification of indicators is essential to establishing a particular focus based on performances articulated in the indicators. The baseline data serves as a starting point by establishing a current level of performance. Strategies for improvement are identified and practiced. Meaningful feedback is provided regarding the extent to which the new strategies are addressing the area of focus. A follow-up rating provides indication of the amount of growth in performance that occurred. Reflection on the process and the amount of growth that

occurred or didn't occur informs whether this particular indicator remains an area of focus or whether there is a new area of focus. This sequence is an important component to the growth in educational practice that occurs in the teacher evaluation process described in the following steps:

Step 1: Identify the indicators to be assessed

Rationale

Appropriate indicators are selected that most support increasing student learning through a focus on potential growth opportunities for the teacher. The indicators identified create an alignment between district and school improvement plans and the efforts and primary responsibilities of the teacher in the classroom.

Description

The selection of indicators is very important to the process. These determine the focus and rationale for improving effective practice and are based on what is needed most to improve student learning.

The identified indicators provide a focus area for ongoing learning and growth. Typically these are identified at the end of the year for returning teachers. The determination of which and how many indicators to identify is determined with the following criteria in mind:

- 1. Driven by student learning needs
- 2. Derived from the Building and District Improvement Plans (BIP-building level / CSIP-district level)
- 3. A maximum of three indicators per teacher per year are recommended which are:
 - Based on student needs
 - Represents priorities of the building/district leadership for that teacher
 - Based on a potential growth opportunity for the teacher and are determined in collaboration between the teacher(s) and principal
- 4. At a minimum two of the indicators must address impact on student learning
- 5. Other indicators may be identified at any time based on issues and needs that arise. In extreme instances where particular growth or change in practice must be addressed, an Educator Improvement Plan (see Step 3) may be instituted.

Example

Mrs. Johnson is a third year teacher. Based on student data, the third graders in Mrs. Johnson's class struggle with reading comprehension. This is an area of concentration for her class for this year. The principal, who is focusing on the implementation of the Common Core Standards, is directing all teachers to work on Indicator 1.1 "Content knowledge and academic language". In addition, Mrs. Johnson, in consultation with her

principal, has identified Indicator 7.3 "Student-led assessment strategies" in order to better meet the challenging needs of her third grade class. The principal also felt that 8.1 "Self-assessment and improvement" would be helpful to Mrs. Johnson in documenting her efforts to meet the specific needs of her third graders regarding reading comprehension. For this year, Mrs. Johnson's area of focus will be on performances articulated in the following three indicators:

- 1. Content knowledge and academic language 1.1
- 2. Student-led assessment strategies 7.3
- 3. Self assessment and improvement 8.1

Indicator 1.1 includes evidence for commitment, practice and impact; indicator 7.3 has evidence for practice and impact; and indicator 8.1 has commitment and practice evidence.

Step 2: Determine a baseline score for each identified indicator

Rationale

In order to determine growth on an indicator, it is necessary to establish a baseline score and compare it to a follow-up score. This represents a type of pre- and post-test format where growth in practice occurs between two points in time. A numerical rating provides an assessment of both pre- and post-status to determine accurately the growth that occurred in between.

Description

The 0-7 scale found on each growth guide provides a numerical rating for each indicator. This numerical rating establishes a baseline score. The baseline score for returning teachers working on the same indicator as the previous year is the follow-up rating they received. This generates continuity of improvement on a particular indicator.

The baseline rating is determined by considering the evidence at each level of the appropriate growth guide. Evidence falls into one of three different categories: commitment, practice and impact. Evidence in the commitment frame focuses on the quality of the teacher and includes data and information like preparation, lesson design and credentialing. Evidence in the practice frames focuses on observable behaviors, or the quality of the teaching that the teacher is doing. Evidence in the impact frames focuses on outcomes or what students in the teacher's class are doing.

It is important to think about a teacher's rating by taking these separate categories of evidence into consideration. After all, if a teacher designs what they think is a great lesson and delivers it in what they think is an effective manner and yet students do not grasp the content, then there is

still something less than ideal in the learning experience. Identifying where that growth opportunity exists that limits the learning experience from being ideal is the type of focus that leads to growth in practice.

It is first necessary to determine the appropriate descriptive rating for the teacher's performance. This descriptive rating will be either Emerging, Developing, Proficient or Distinguished. To determine the descriptive rating, it is necessary to establish the highest level for which there is evidence of performance.

For example, in Growth Guide 1.1, a determination about the teacher's performance might be as illustrated below. There is Commitment evidence that the teacher is well prepared, that their lesson design includes current content and there is use of supplementary sources. There is also observable Practice evidence reflecting the accuracy and complexity of content knowledge in instruction as indicated. While evidence at the Impact level reveals that students are generally familiar with academic language, student data does not support that a majority of students are able to use academic language. Although evidence can be gathered by observing student performance and various student products, an additional way to gather evidence at the impact level could be through the use of <u>student surveys</u>. Although this is perceptual in nature, research maintains that it does offer useful data.

				To a book			
		Standard 1: Content knowledge	e aligned with app		wth Guide 1.1 on.		
		Quality Indicator 1: Content kn	owledge and acad	emic language			
		Emerging	Distinguished				
		1E1) The emerging teacher Knows and can demonstrate breadth and depth of content knowledge and communicates the meaning of academic language.		rate content periences using resources and academic	instructional lessons displa	information into units and aying solid f the important	1S1) The distinguished teacher also Has mastery of taught subjects and continually infuses new research-based content knowledge into instruction.
			1	Profession	nal Frames		
		Evidence of Commitment Is well prepared to guide students to a deeper understanding of content	Evidence of Com Stays current content and i into lessons			emental primary are aligned to	Evidence of Commitment Continually expands knowledge base on content and infuses into content
Alignment Of Evidence		Evidence of Practice Instruction reflects accuracy of content knowledge	appreciation	ndicates an of the nd ever evolving	most importa	focus is on the nt concepts of nd includes new	Evidence of Practice Continually seeks out new information and applies it to learning in their classroom
)	Evidence of Impact Students are generally familiar with academic language	Evidence of Imp Students are a academic lan	ıble to use	Evidence of Imp Students accu academic lan their disciplin	ırately use guage related to	Evidence of Impact Students communicate effectively using academic language from a variety of sources
		Score = 0 1 2	3	4	5	6	7

In this illustration, the highlighted areas reflect the evidence of the teacher's performance. In this illustration, as noted by the highlighted text, there are examples of evidence in three different columns, Emerging, Developing and Proficient. However, it is only in the Emerging column where there is an alignment, or evidence in all three professional frames. This alignment of evidence supports that the teacher is fully rated at the Emerging level. In this particular example, student's ability to use academic language would be the teacher's growth opportunity.

It is next necessary to establish a baseline score within the Emerging level. This would be calculated and communicated as follows:

1. Using the appropriate growth guide and rating scale (see below), determine a baseline score. A score of 0 indicates there is no evidence present in at least one of the three frames. A score of 1 indicates there is evidence in all frames, but that it is inconsistently present or demonstrated. A score of 2 would indicate it is present and routinely demonstrated. Ideally, this score determination would occur as a collaborative, professional conversation between the teacher and administrator.

RATING SCALE

Not	Present	Present		Present	Present	Present	Present	Present
	but	Consistent		but	Consistent	but	Consistent	Consistent
Present	Inconsistent	Routine		Inconsistent	Routine	Inconsistent	Routine	Routine
0	1	2		3	4	5	6	7
	Emerging			Develo	oping	Profi	cient	Distinguished

- 2. Once a score has been determined, provide specific feedback that includes an explanation and rationale for the given score. Again, this would ideally occur within a collaborative, professional conversation.
- 3. In the example illustrated above, students' ability to use academic language is the specific area where growth is needed to move performance from the "Emerging" level to the "Developing" level.

Example

Mrs. Johnson received the following ratings on her baseline assessment:

- A score of "2 Emerging" on Quality Indicator 1.1: Content knowledge and academic language
 - o The evidence, as presented in the example in the Description section, indicates that Mrs. Johnson routinely and consistently is well prepared and uses current and new content as well as supplementary sources where appropriate and her instruction reflects accuracy and complexity of content; and her students are familiar with academic language but do not consistently use it. This consistent use of academic language by students represents a growth opportunity for Mrs. Johnson.
- A score of "4 Developing" on Quality Indicator 7.3: Student-led assessment strategies
 - The evidence indicates that Mrs. Johnson routinely and consistently orientates students on various formats of assessments and instructs them on how to reflect on their own learning based on data. She also instructs them on setting personal learning goals.
 Students routinely and consistently are prepared for the demands of different assessments and successfully set personal

learning goals based on their own reflection of their learning. An appropriate growth opportunity would include Mrs. Johnson facilitating student learning on how to report on their own progress.

- A score of "2 Emerging" on Indicator 8.1: Self assessment and improvement
 - This indicates that Mrs. Johnson's professional development or growth plan includes information from self-assessment and reflection strategies and that she also uses this information to improve the overall learning of her students. An appropriate growth opportunity in this area would involve Mrs. Johnson specifically reflecting on the impact of her teaching and using that to guide adjustments to her practices.

Step 3: Develop an Educator Growth Plan (i.e. professional learning/development plan or improvement plan)

Rationale

The primary purpose of the Teacher Evaluation Protocol is to promote growth. Therefore, the acquisition and application of new learning and skills is essential for turning opportunities for growth into outcomes and results.

Description

The description of performance in each indicator and the baseline rating identifies an opportunity for growth. It is important when addressing this opportunity for growth that a very clear plan be developed. The <u>Educator Growth Plan</u> is the document used to articulate the various necessary components of this plan. For instances where very specific growth is required, or where particular areas of concern must be addressed, the <u>Educator Improvement Plan</u> is used to ensure that this growth occurs to the extent necessary and in a timely fashion. For more on the <u>Educator Improvement Protocol</u>, see page 34 of this Teacher Evaluation Protocol.

The Educator Growth Plan addresses specific sources of new learning, the practice of skills related to new learning and timelines for completion. The state model offers two different formats for the Educator Growth Plan. One option uses language from the Data Team Process while the other uses language from the Plan/Do/Study Act process. Regardless of which option is used, the Educator Growth Plan includes the following key general components:

- 1. It corresponds to the examples of evidence provided in the appropriate growth guide
- 2. It is a clear articulation of a plan or goal statement to address growth opportunities
- 3. It includes specific strategies and timelines for application of new learning and skills
- 4. It is focused on results and outcomes

	Eddicator o	rowth Plan ream Process Model)	
☐ Professional Growth Plan for			
		Name	Date
Identify Indicator:			
Standard Number	and Name	Quality Inc	dicator Number and Name
Briefly describe why this indicator was selected (Include whether this indicator aligns to a CSIP and/or BIP improvement goal)			
FOCUS Based on evidence generated from the growth guide, determine s for growth. This opportunity for growth then becomes the priority plan.			CUS. This goal statement should include these chievable, relevant, and timely. What will be the
 STRATEGY Describe the specific strategy(les) to be implemented that will add strategy should provide the best plan for effectively addressing th action steps and timeline. 		4. RESULTS What was the outcome of the strategy? Ba supports that the outcome of the strategy!	used on progress monitoring, provide the data that has effectively addressed the FOCUS.

<u>FOCUS</u> – an area that represents an opportunity for growth and is generated from evidence on the growth guide

GOAL – a statement that addresses the focus and is specific, measureable, achievable, relevant and timely

STRATEGY – description of the skill(s) to be demonstrated that will effectively address the focus and include clear action steps and timelines

RESULTS – data and evidence that supports that the outcome of the strategy has effectively addressed the focus

When considering different strategies to address growth opportunities, the state model offers several different sources of <u>research</u>. Research sources are inlouded in the "Research and Proven Practices" section of this document.

The research provided in this section includes the work of Dr. Robert Marzano, Dr. John Hattie, and Mr. Doug Lemov. These bodies of research were included because of the effect size information provided and their proven record of having impact on student learning. Crosswalks are provided for each to align each body of research with teacher indicators.

This research offers specific strategies that can be included in the teacher's Educator Growth Plan as a demonstration of progression on the specific indicator being addressed.

Possible Sources of Evidence

Standard 1: Content knowledge, including varied perspectives, aligned with appropriate instruction.

The teacher understands the central concepts, structures, and tools of inquiry of the discipline(s) and creates learning experiences that make these aspects of subject matter meaningful and engaging for students.

Professional Commitment Tiered/differentiated lessons/units Lesson/unit plan Research integration plan Homework assignments and guiding Learning activities plan Praxis scores Student learning expectations instructions · Agenda/meeting notes from grade level/content Student learning objectives · Flexible grouping plans area team Parent/guardian outreach IEP Conferences/reports Lesson design Bulletin boards **Professional Practice** Builds student background knowledge utilizing a Facilitates student enrichment activities Facilitates student directed learning activities variety of global perspectives Uses tiered differentiated learning opportunities Engages students in inquiry/research experiences Uses flexible grouping Uses and facilitates academic language acquisition Implements interdisciplinary learning experiences Incorporates new research-based content Draws from multiple content sources Facilitates student action to address relevant realinformation into instruction Encourages student responsibility and articulates world issues from a global perspective Uses instructional and engagement strategies clear student expectations Professional Impact Observation verification of student mastery Student discussions/questions Data on academic vocabulary use Student work samples Non-academic records of individual progress Structured interviews with students (class participation, engagement, motivation, Student portfolios Student engagement and participation Student feedback/comments behavior, etc.) Student and/or parent survey results Student assessment data Student reflection/journals Student completion data on homework/projects Parent/community attendance at school functions IEP Performance/growth reports Performance assessments

Also provided is a document called the <u>Possible</u> <u>Sources of Evidence</u>. There is a single page document provided for each standard. This document provides a list of "possible" sources of evidence that a teacher might include as a component of the Educator Growth Plan.

It is important to note that this is not a comprehensive list of all evidence sources nor is it a checklist of things to do and/or provide. It simply offers some possible examples that might be included.

The evidence provided is categorized by the three professional frames found on each of the teacher's growth guides. In this way, teachers and administrators can use this to clarify exactly what kind of evidence will indicate that growth in performance has occurred.

Example

Mrs. Johnson, in consultation with her administrator and perhaps also peers and/or a mentor, reviews the Possible Sources of Evidence documents and the Research and Proven Practices section of the Educator Evaluation System webpage to determine which new skills and strategies would be most appropriate given the particular growth opportunities of her selected indicators. Mrs. Johnson considers the following information as she works to complete her Educator Growth Plan:

- Quality Indicator 1.1: Content knowledge and academic language
 - Using the Research and Proven Practices section of the Educator Evaluation webpage, Mrs. Johnson observes that there are 23 different Marzano instructional strategies that align to Quality Indicator 1.1. In reviewing these strategies, she and her administrator agree that strategy MDQ 2.12: "The teacher engages students in activities that help them record their understanding of new content in linguistic ways and/or represents the content in nonlinguistic ways" would be helpful for increasing a students' use of academic language. From the Professional Impact section of the Possible Sources of Evidence for

Standard 1 document, they further determine that student work samples could appropriately provide evidence to this increase in academic language.

- o In the Educator Growth Plan, Mrs. Johnson documents the following:
 - FOCUS Mrs. Johnson describes the focus for increasing the use of academic language
 - GOAL Mrs. Johnson describes how much she wants student use of academic language to increase by and when
 - STRATEGY Mrs. Johnson describes how she will use a Marzano strategy (MDQ 2.12) and student work samples to demonstrate an increase in academic language
 - RESULTS (to be completed later in Step 5)
- Quality Indicator 7.3: Student-led assessment strategies
 - O Using the Research and Proven Practices section of the Educator Evaluation webpage, Mrs. Johnson observes that there are 9 different strategies taken from the research of <u>John Hattie</u> that align to Quality Indicator 7.3. In reviewing these strategies, she and her administrator agree that "Self-reported Grades" would assist students in learning to report their own progress in learning. From the Professional Impact section of the Possible Sources of Evidence for Standard 7 document, they further determine that individual student growth/performance could appropriately provide evidence specific to this opportunity for growth.
 - o In the Educator Growth Plan, Mrs. Johnson documents the following:
 - FOCUS Mrs. Johnson describes the focus for assisting students in reporting their progress in learning
 - GOAL Mrs. Johnson describes how she wants students to report their progress and a timeframe for this to occur
 - <u>STRATEGY</u> Mrs. Johnson describes how she will use the research of John Hattie and individual student growth/performance to demonstrate students' ability to report their progress in learning
 - RESULTS (to be completed later in Step 5)
- Quality Indicator 8.1: Self-assessment and improvement
 - O Using the Research and Proven Practices section of the Educator Evaluation webpage, Mrs. Johnson observes that there are 10 different techniques taken from the work of <u>Doug Lemov</u> in his book "Teach Like a Champion". In reviewing these 10 techniques, she and her administrator agree that "Technique 10: Double Plan" would be helpful in Mrs. Johnson being more intentional on reflecting on the impact of her teaching. From the Professional Commitment section of the Possible Sources of Evidence for Standard 8 document, they further determine that a reflective journal could appropriately provide evidence specific to this opportunity for growth.
 - o In the Educator Growth Plan, Mrs. Johnson documents the following:
 - <u>FOCUS</u> Mrs. Johnson describes the focus of using reflection to improve instruction

- GOAL Mrs. Johnson describes her goal of using reflection and timelines for meeting that goal
- STRATEGY Mrs. Johnson describes how she will use "Technique 10: Double Plan" to organize her reflections and her planning for improved instruction
- RESULTS (to be completed later in Step 5)

Mrs. Johnson can further support these opportunities for growth with appropriate articles and research. Her local Professional Development Committe (PDC), district coaches, the regional professional development center and professional associations can be of assistance as well as other effective teachers in her building and district.

Step 4: Regularly assess progress and provide feedback

Rationale

In keeping with the research on formative development, the essential role of practice and feedback will ensure that the acquisition and application of new learning, skills and strategies will lead to the improvement of effective practice resulting in improved learning for students.

Description

Determine progress made on new skill acquistion and application using a variety of formal and informal strategies. In addition to building and district administrators, the use of peers, mentors, coaches, regional centers, associations and other building and district resources assist with this part of the process.

Feedback on the growth opportunities from the identified indicator is critical. It ensures that new learning takes place, but more importantly that new skills and strategies are applied and practiced and growth documented. The following guidelines assist in this process of regular assessment of progress and feedback:

- 1. A minimum of three to five opportunities for formal and informal feedback should occur on each identified indicator
- 2. Informal feedback may be provided by mentors, coaches, peers, external consultants, etc.
- 3. A formal follow-up assessment should be completed by the administrator
- 4. Numerical scoring on the appropriate growth guide for each indicator included as a part of the feedback is optional, but is often helpful to accurately determine progress

The use of <u>feedback forms</u> included as a part of the state model allows for documentation of feedback and progress. There are several different forms available for use in providing and documenting feedback.

Teacher:	Grade/Level:
Standard # Select One	
Quality Indicator # Select One	
Date of Observation:	
Principal Comments:	Overall Performance Ratin
	□ Emerging
	Developing
Teacher Comments:	☐ Proficient
	□ Distinguished
Date of Observation:	
Principal Comments:	
- rincipal comments:	Overall Performance Ratin
	□ Emerging
	Developing
Teacher Comments:	□Proficient
	☐ Distinguished
Date of Observation:	
Principal Comments:	Overall
	Performance Ratin
	□ Emerging
	Developing
Teacher Comments:	☐ Proficient
	□ Distinguished
Teacher's Signature/Date	Observer's Signature/Date

Performance Indicator Feedback Form

	General Obs	servation Feedback Form	1				
Teacher:		Date	:				
Indicator #1 Select Standard		Select Indicator					
Indicator #2 Select Standard		Seed Industry					
Indicator #3							
Select Standard		Select Indicator					
	Comments	s on Indicators Observed					
	Student Engagement	Depth of Knowledge	Classroom Structure				
Teacher Practice	High	Extended Thinking	Evidence of Student Work				
Strategies	Moderate	Strategic Thinking	□ Yes □ No				
Select those that apply	Low Disengaged	Skill Concept Recall	Room Organized				
	Disengaged	Recall	U Yes U No				
Lecture			Curriculum/Instruction				
Classroom Discussion			- Taught curriculum matches written				
Cooperative Learning			curriculum Yes No				
Group Work Guided Practice			Objectives & DOK Align 🗌 Yes 🔲 No				
			Accessible Materials Yes No				
Learning Centers			Clear Learning Targets Yes No				
Hands On/Active Learning Presentations			Technology Integrated Yes No				
Question/Answer			Learning Assessments Observations				
Independent Student Work			☐ Question/Answer				
Peer Evaluation			Quiz or Test				
Advanced/Graphic Organizers			Group Response				
Nonlinguistic Representations			- 🛘 Individual Response				
Project Based Learning			☐ Conferencing ☐ Observation				
Similarities/Differences			□ Ubservation □ None				
Summarizing/Note Taking			, None				
Comments/Observ	Learning Environment Conducive to Learning Somewhat Conducive Not Conducive Disruptive Behavior Off Task Behavior Lack of Organization						
Overell Comments/ Observations							
Tancharia Sinnatura/Data		Observarie Si	-				

The Performance Indicator Feedback Form (shown on left) provides documentation of the progression of feedback offered on a particular indicator. This single page form can be used to document up to three instances of feedback for a single indicator. Additional forms may be used as needed. There is opportunity for both teacher and observer comments.

The General Observation Feedback Form (shown on right) provides documentation of general information and data gathered from a classroom observation. In addition to the option of providing feedback on specific indicators offered in the top section, the form also allows for a very general overview of other relevant information including particular practice strategies being used by the teacher, student engagement levels, the depth of knowledge observed, structure of the classroom, alignment between curriculum and instruction, type of assessment being used and an overall assessment of the learning environment.

Example

On several occasions, Mrs. Johnson receives a Performance Indicator Feedback Form from the district's instructional coach on her use of linguistic and nonlinguistic demonstrations of student understanding of content in support of Quality Indicator 1.1. She also receives a Performance Indicator Feedback Form on how well she is facilitating students' efforts to self-report their progress in learning. Mrs. Johnson also receives a couple of General Observation Feedback Forms from her administrator and in their discussions they review her reflective journal and discuss how well the strategy for making a double plan is working. This discussion includes looking at evidence of the changes she has made in instruction and how well she feels these have impacted her students' learning.

These forms provide Mrs. Johnson with documented feedback and evidence on the progress she is making on her selected indicators. She has opportunity to continue emphasizing those particular strategies that appear to be working as well as make adjustments in any areas where she feels she could be making more progress.

Step 5: Determine a follow-up score for each identified indicator

Rationale

To determine growth on an indicator, it is necessary to compare the follow-up score to the baseline score. The comparison provides a measure of growth that has occurred on the performance articulated in each quality indicator.

Description

Using the same process to determine the baseline rating, the follow-up rating is determined by considering the evidence at the appropriate level of the growth guide. When making a determination about the follow-up rating, it is necessary to consider the particular professional frame of the teacher's opportunity for growth.

As a reminder, evidence falls into one of three different categories: commitment, practice and impact. Evidence in the commitment frame focuses on the quality of the teacher and includes data and information like preparation, lesson design and credentialing. Evidence in the practice frames focuses on observable behaviors, or the quality of the teaching that the teacher is doing. Evidence in the impact frames focuses on outcomes or what students in the teacher's class are doing. The follow-up score is determined as follows:

1. Using the appropriate growth guide and rating scale (see below), determine a follow-up score. A score of 0 indicates there is no evidence present in at least one of the three frames. Ideally, this follow-up score is collaboratively determined through a professional conversation between the teacher and administrator.

RATING SCALE

Not Present	Present but Inconsistent	Present Consistent Routine	Present but Inconsistent	Present Consistent Routine	Present but Inconsistent	Present Consistent Routine	Present Consistent Routine
0	1	2	3	4	5	6	7
Emerging			Deve	loping	Profi	cient	Distinguished

2. Once the follow-up score has been determined, provide specific feedback that includes an explanation and rationale for the given score.

The purpose of follow-up rating is to determine the extent to which the plan articulated on the Educator Growth Plan was addressed. In particular, it is used to determine the extent to which the strategies outlined in the plan addressed the goal. If the strategies did address the goal, then the opportunity for growth will have been addressed and satisfied. This is documented in the <u>RESULTS</u> box of the Educator Growth Plan. In addition, the follow-up score and growth score are captured on the Educator Growth Plan as well.

Example

Mrs. Johnson's follow-up ratings included:

- A follow-up score of "4 Developing" on Quality Indicator 1.1: Content knowledge and academic language
 - o Based on the feedback Mrs. Johnson received on the use of the Marzano strategy she was practicing (MDQ 2.12) and monitoring student work samples, the evidence now suggests that students are using academic language more consistently than they were at the time of the baseline assessment.
 - o In the Educator Growth Plan, Mrs. Johnson adds the additional documentation:
 - FOCUS Mrs. Johnson describes the focus for increasing the use of academic language
 - GOAL Mrs. Johnson describes how much she wants student use of academic language to increase by and when
 - STRATEGY Mrs. Johnson describes how she will use a Marzano strategy (MDQ 2.12) and student works samples to demonstrate an increase in academic language
 - RESULTS Mrs. Johnson describes the specific data from student work samples that demonstrates an increase in her students' ability to use academic language
 - Baseline Score 2

- Follow-up Score 4
- Growth Score 2
- A follow-up score of "5 Proficient" on Quality Indicator 7.3: Student-led assessment strategies
 - Observation of Mrs. Johnson's classroom provides evidence of students using their progress in learning. A review of different ways that students have communicated this progress to their parents also provides additional evidence.
 - o In the Educator Growth Plan, Mrs. Johnson adds the additional documentation:
 - FOCUS Mrs. Johnson describes the focus for assisting students in reporting their progress in learning
 - GOAL Mrs. Johnson describes how she wants students to report their progress and a timeframe for this to occur
 - STRATEGY Mrs. Johnson describes how she will use the research of John Hattie and individual student growth/performance to demonstrate students' ability to report their progress in learning
 - RESULTS Mrs. Johnson describes examples of students communicating their progress in learning and the impact it
 appears to have had throughout the year
 - Baseline Score 4
 - Follow-up Score 5
 - Growth Score 1
- A follow-up score of "3 Developing" on Quality Indicator 8.1 Self-assessment and improvement
 - o Through discussions and review of Mrs. Johnson's lesson plans and reflective journal, there is evidence to suggest that she is more intentional in using reflection to modify instruction. In addition, the T-Chart she developed using "Technique 10: Double Plan" provides further evidence of the impact this has had on learning in her classroom.
 - o In the Educator Growth Plan, Mrs. Johnson adds the additional documentation:
 - <u>FOCUS</u> Mrs. Johnson describes the focus of using reflection to improve instruction
 - GOAL Mrs. Johnson describes her goal of using reflection and timelines for meeting that goal
 - STRATEGY Mrs. Johnson describes how she will use "Technique 10: Double Plan" to organize her reflections and her planning for improved instruction
 - RESULTS Mrs. Johnson describes the evidence gathered in her reflective journal, from her T-Chart, and from changes and adaptations made in her lesson plans
 - Baseline Score 2
 - Follow-up Score 3
 - Growth Score 1

Step 6: Complete the final summative evaluation

Rationale

The evaluation process exists for the improvement as a necessary catalyst for improving student performance. The summative evaluation pulls together the data that has been collected and provides a final overall statement of the teacher's effectiveness.

Description

An overall determination on performance uses baseline and follow-up scores, feedback generated throughout the year on selected indicators, general feedback generated periodically through classroom observations and any other data or information relevanat to the teacher's performance observed or gathered throughout the year. This information is captured on feedback forms and the Educator Growth Plan or, if applicable, the Educator Improvement Plan. This information and data is used to complete <u>Summative Evaluation Form</u>.

Teacher Evaluation Summative Report		Academic Y	ear	-
Teacher:	Subject/Grade Le	vel:		
Probationary Teacher: Permanent Teacher:	School:			
Standard 1: Content Knowledge Aligned with Appropriate	Instruction	**Area of Concern	*Growth Opportunity	Meets Expectation
Teacher effectively plans for the delivery of the essential content of the				
Subject matter learning activities are meaningful and engaging for stude Students demonstrate mastery and application of content	nts	ш		
Standard 1 Comments:				
		**Area of	*Growth	Meets
Standard 2: Student Learning Growth and Develop	ment	Concern	Opportunity	Expectation
Teacher uses theories and student information to design meaningful less				
Teacher's instructional strategies use current theories of growth and dec		ш		
Students' level of growth and development is the foundation for new les	rning			
Standard 2 Comments:				
Standard 3: Curriculum Implementation		**Area of Concern	*Growth Opportunity	Meets Expectation
☐ Teacher designs lessons aligned with state (Common Core) and district s	tandards			
Teacher facilitates student learning based on state and district standards		Ш		
Students master essential learning objectives based on state and district	standards			
Standard 3 Comments:				
Standard 4: Critical Thinking		**Area of	*Growth	Meets
		Concern	Opportunity	Expectation
Teacher lesson design and use of instructional resources promotes critic				
Teacher's instructional strategies promote critical thinking and problem-	solving	ш		
Students demonstrate their ability to think critically and problem-solve Standard 4 Comments:				
Standard 4 Comments:				
Standard 5: Positive Classroom Environment		**Area of Concern	*Growth Opportunity	Meets Expectation
The rules, routines and structures create an environment conducive to le				
Teacher's strategies create a positive classroom environment conducive		ш	ш	
Students are self-directed, exhibit positive relationships and are engages	t in learning			
Standard 5 Comments:				
Standard 6: Effective Communication		**Area of Concern	*Growth Opportunity	Meets Expectation
Non-verbal communication (written/electronic) is effective, correct and	appropriate			
Teacher demonstrates correct and appropriate communication		ш		
Students exhibit correct and appropriate communication				
Standard 6 Comments:				
Standard 7: Student Assessment and Data Analy	sis	**Area of Concern	*Growth Opportunity	Meets Expectation
☐ Maintains accurate data on each student's progress based on multiple d	ata points			
Teacher effectively collects and uses student data to inform and improve	instruction	\Box		
Students are knowledgeable of their own progress and plan personal lea	rning goals			
Standard 7 Comments:				

Standard 8: Self-Assessment and Improvement	**Area of Concern	*Growth Opportunity	Meets Expectation
Maintains a professional growth to document the application of new knowledge and skills			
 Teacher engages in professional learning to improve practice and increase student learning 			
☐ Teacher follows district policies and procedures regarding ethical practices & responsibilities			
☐ Teacher maintains positive relationships with students, staff, parents, patrons, administrators, and supervisors.			
Standard 8 Comments:	•		
Standard 9: Professional Collaboration	**Area of	*Growth	Meets
Standard 5: Professional Collaboration	Concern	Opportunity	Expectation
Teacher engages with colleagues to promote the district/school vision, mission and goals			
 Teacher works collaboratively regarding improvements in student learning and well-being 			
Standard 9 Comments:			

A "Growth Opportunity" rating on a standard results in a Growth Plan for that area.

	Grow	rth Opportunities	Academic Year	
Indicator and Rationale	Baseline Assessment	Goal (Target related to selected indicator)	Results (Outcome of implemented strategies)	Follow-Up Assessment
#1	Emerging (0-2)			Emerging (0-2)
	Developing (3-4)			Developing (3-4)
	Proficient (5-6)			Proficient (5-6)
	Distinguished (7)			Distinguished (7)
#2	Emerging (0-2)			Emerging (0-2)
	Developing (3-4)			Developing (3-4)
	Proficient (5-6)			Proficient (5-6)
	Distinguished (7)			Distinguished (7
#3	Emerging (0-2)			Emerging (0-2)
	Developing (3-4)			Developing (3-4
	Proficient (5-6) □ 5 □ 6			Proficient (5-6)
	Distinguished (7)			Distinguished (7

The first 1½ pages of the summative evaluation form provides both an overview of the effectiveness of the teacher looking across all nine standards as well as a focused view in regards to the specific indicators the teacher has worked on throughout the year.

- Assessing the teacher's performance across all teaching standards
 - Each standard is listed with summary statements. The statements represent a very broad description drawn from the categories
 of commitment, practice and impact. They are listed as a type of checklist supporting each of 9 standards. For each standard,
 three options are provided:
 - Area of Concern checking this box for a standard will likely result in an improvement plan for this standard meaning that growth in this area is both necessary and required for continued employment
 - Growth Opportunity checking this box for a standard might possibly result in an indicator from this standard being selected in the following year as an opportunity for growth and documented in the next year's Educator Growth Plan
 - Meets Expectation checking this box for this standard indicates that performance in this area meets the expectation of the administrator/district at the present time
 - Note: the comment box provided below each standard provides opportunity to offer the rationale for the rating as well as to note exemplary performance in this particular area.
- Assessing the teacher's performance on selected indicators
 - This section of the summative evaluation form focuses on the growth opportunities presented through the selected indicators.
 Summative information is provided in the following areas:
 - Indicator and Rationale document the specific indicator(s) that were selected and the reason this was a growth opportunity for the teacher
 - Baseline Assessment indicate the initial rating achieved for each selected indicator
 - Goal summarize the goal that was created to address the growth opportunity
 - Results describe the outcomes of implementing the strategy and determine whether the focus was adequately addressed
 - Follow-Up Assessment indicate the follow-up rating achieved for each selected indicator
 - o Note: This information is transferred from the Educator Growth Plan

Overall Teacher Rating

Years in Position	Ineffective	Minimally Effective	Effective	Highly Effective
0-2	Multiple Areas of Concern Or Indicator Rating 0	1 Area of Concern Or Indicator Rating 1	No Areas of Concern And Indicator Ratings 2-3	No Areas of Concern And Indicator Ratings 4-7
3-5	Multiple Areas of Concern Or Indicator Ratings 0-2	1 Area of Concern Or Indicator Rating 3	No Areas of Concern And Indicator Ratings 4-5	No Areas of Concern And Indicator Ratings 6-7
6-10	Multiple Areas of Concern Or Indicator Ratings 0-3	1 Area of Concern Or Indicator Rating 4	No Areas of Concern And Indicator Ratings 5-6	No Areas of Concern And Indicator Rating 7
Over 10	Multiple Areas of Concern Or Indicator Ratings 0-4	1 Area of Concern Or Indicator Rating 5	No Areas of Concern And Indicator Rating 6	No Areas of Concern And Indicator Rating 7
Teacher's No	is rated as	Effectiveness Rating	for the	school year.
Overall Comments:				
Recommend for Re-Employment Develop a new or revised growth plan based on new indicators or a continuation of the same ones Develop an improvement plan linked to indicators, must include specific target dates and timelines that must be met in order for re-employment to continue			☐ Do Not Recommend fo	or Re-Employment
Teacher	's Signature	Date	Evaluator's Signatu	re Date

The final page of the Summative Evaluation Form provides an overall rating for the teacher. This section is completed as follows:

- 1. Years in Position determine the number of years the teacher has been in the current evaluated position (Note: the purpose for "in position" is to allow for reassignment of teachers to different grade levels/positions without adversly affecting performance ratings)
- 2. Select one of the effectiveness ratings based on the following criteria:
 - a. Ineffective Rating
 - Multiple areas of concern across the 9 standards, OR
 - ii. An average of the follow-up assessment scores on the selected indicators falls into the indicated range
 - b. Minimally Effective Rating
 - i. 1 area of concern across the 9 standards, OR
 - ii. An average of the follow-up assessment scores on the selected indicators falls into the indicated range
 - c. Effective Rating
 - i. No areas of concern across the 9 standards, AND
 - ii. An average of the follow-up assessment scores on the selected indicators falls into the indicated range
 - d. Highly Effective Rating
 - i. No areas of concern across the 9 standards, AND
 - ii. An average of the follow-up assessment scores on the selected indicators falls into the indicated range
 - e. Complete the comments section and the recommendation for employment

Example

Mrs. Johnson's administrator completed her summative evaluation form with the following information:

Assessing Mrs. Johnson's performance across all 9 teaching standards

•	Standard 1: Content Knowledge Aligned with Appropriate Instruction	Meets Expectation
•	Standard 2: Student Learning Growth and Development	Growth Opportunity
•	Standard 3: Curriculum Implementation	Meets Expectation
•	Standard 4: Critical Thinking	Meets Expectation
•	Standard 5: Positive Classroom Environment	Meets Expectation
•	Standard 6: Effective Communication	Growth Opportunity
•	Standard 7: Student Assessment and Data Analysis	Meets Expectation
•	Standard 8: Self-Assessment and Improvement	Meets Expectation
•	Standard 9: Professional Collaboration	Meets Expectation

Mrs. Johnson had no areas of concern. She had two areas, Student Learning, Growth and Development and Effective Communication, that were marked by her administrator as growth opportunities. Her selected indicators next year could possibly come from these two standards. In the comments section under Standard 9 Professional Collaboration, her administrator particularly noted that he felt Mrs. Johnson was particularly strong in her collaboration skills and in working with other colleagues.

Assessing Mrs. Johnson's performance on selected indicators

Mrs. Johnson's follow-up ratings on her identified indicators show improved effective practice on specific research-based targets intended to improve the learning of her 3rd grade students. Her ratings on her practice moved from a rating of

- Emerging (2) to Developing (4) on Quality Indicator 1.1: Content knowledge and academic language.
- Developing (4) to Proficient (5) on Quality Indicator 7.3: Student-led assessment strategies.
- Emerging (2) to Developing (3) on Quality Indicator 8.1 Self-assessment and improvement.

Her average rating based on her follow-up assessments is a 4 (12 total / 3 indicators = 4). This average follow-up assessment score provides a general summary on the growth Mrs. Johnson achieved in her three growth opportunities.

Mrs. Johnson is in her third year of teaching third grade. Since she has been in her current, evaluated position for three years, the second row of the Overall Teacher Rating chart is used. Mrs. Johnson had no areas of concern AND her average rating fell in the 4-5 range.

Overall Teacher Rating

Years in Position	Ineffective	Minimally Effective	Effective	Highly Effective
0-2	Multiple Areas of Concern	1 Area of Concern	No Areas of Concern	No Areas of Concern
	Or	Or	And	And
	Indicator Rating 0	Indicator Rating 1	Indicator Ratings 2-3	Indicator Ratings 4-7
3-5	Multiple Areas of Concern	1 Area of Concern	No Areas of Concern	No Areas of Concern
	Or	Or	And	And
	Indicator Ratings 0-2	Indicator Rating 3	Indicator Ratings 4-5	Indicator Ratings 6-7
6-10	Multiple Areas of Concern	1 Area of Concern	No Areas of Concern	No Areas of Concern
	Or	Or	And	And
	Indicator Ratings 0-3	Indicator Rating 4	Indicator Ratings 5-6	Indicator Rating 7
Over 10	Multiple Areas of Concern	1 Area of Concern	No Areas of Concern	No Areas of Concern
	Or	Or	And	And
	Indicator Ratings 0-4	Indicator Rating 5	Indicator Rating 6	Indicator Rating 7

Based on the information collected throughout the year and compiled on the Summative Evaluation Form, Mrs.Johnson would receive the following overall rating:

	Mrs. Johnson is rated as Teacher's Name		is rated as	Effective	for the	2012	- 2013	school year
			Effectiveness Rating		_		_	
	✓ Recommo	end for Re-Em	nployment	□ Do No	ot Recommend	d for Re-Emր	oloyment	
	✓	•	ew or revised growth plan ers or a continuation of th					
		must included	provement plan linked to ind specific target dates and tim n order for re-employment to	nelines that				

Step 7: Reflect and Plan

Rationale

The evaluation process exists primarily for the improvement of effective practice in order to improve student performance. Ongoing reflection and planning are used to ensure that student learning needs are continually met.

Description

The improvement of effective practice is a means to an end. The ongoing and continual process of improving professional practice is essential for ensuring that student learning needs remain the focus of the evaluation process. The ultimate result is the improvement of student learning. Monitoring student learning growth caused by a teacher's improved practice satisfies the primary purpose of the evaluation process.

Reflection on personal growth is an important part of feedback. It provides personal insight to areas of strength and potential growth opportunities for future focus. As a part of this reflection, consider the following:

- 1. Assess whether the particular areas of improvement of effective practice impacted student learning
- 2. Reflect on personal growth and possible future opportunities for continued growth
- 3. Plan ahead for future opportunities for growth. In collaboration with the administrator and perhaps teams of teachers and/or colleagues, select indicators for next year (applies to returning teachers).
- 4. Continue to acquire new knowledge and practice new strategies and skills

Example

Through the end of the year, Mrs. Johnson continues to monitor the learning of her 3rd grade students. She particularly reflects on how new learning, skills and strategies from the evaluation process have contributed to her students improved performance. In consultation with her principal, she begins to plan which particular indicators would be most appropriate for her to focus on next year. In particular, based on her Summative Evaluation Form, they consider and discuss selecting indicators from Standard 2: Student Learning, Growth and Development and Standard 6: Effective Communication. Their professional conversation includes consideration of working on some of the same indicators next year. Mrs. Johnson will use her summer months to continue her learning in ways that will improve her performance on the indicators she will work on next year.

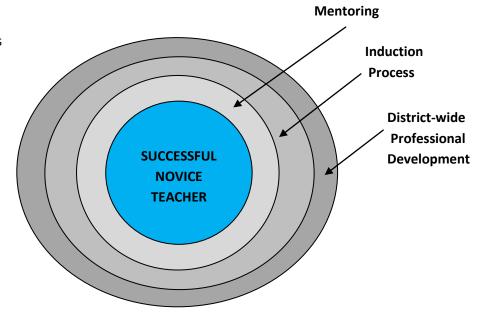
Timeline for completion of the Teacher Evaluation Protocol

Step#	Step 1	Step 2	Step 3	Step 4	Step 5	Step 6	Step 7
	Identify the indicators to be assessed	Determine a baseline score for each identified indicator	Develop an Educator Growth Plan	Reguarly assess progress and provide feedback	Determine a follow-up score for each identified indicator	Complete the final summative evaluation	Reflect and Plan
Title and Description Of Step	Select indicators to be assessed based on student data and aligned to building & district improvement plans.	Conduct an initial assessment of identified indicators and set a baseline score for each identified indicator.	Based on the opportunities for growth and the baseline scores, complete the Educator Growth Plan that includes the practice and application of new knowledge and skills.	Conduct observations on performances in the identified indicators. Provide targeted feedback on areas of strength and opportunities for growth. Note: observations may be conducted by coaches, peers, teacher team members as well as principals and assistant principals.	Conduct a follow-up assessment of identified indicators. Determine overall progress on the Educator Growth Plan.	Complete the Summative Evaluation Form to determine the overall rating on performance by the 15 th of March.	Continue to monitor student growth and reflect on the impact of improved effective practice. Reflect on progress of growth opportunities. Indicators for next year may be selected based on local student data and the results of the evaluation process.
Timeline Returning Teacher	April –	August – Oct	ober	November – February		By March 15	April – May – Summer

New Teacher Protocol

The entry into the teaching profession is too often characterized as times of isolation, stress and fear of failure on the part of the new teacher. Effective districts work to ensure this is not the case. The first two years of teaching should be supported by intentional mechanisms and support structures to ensure the success of the novice educator.

- The overall structure is the district's plan for professional development of all teachers. This plan ensures that teachers receive what they need to be successful.
- Within the district's plan for professional development is the induction process which ensures that teachers new to the district, including new teachers, are successfully introduced and brought into the expectations, priorities and culture of the system.

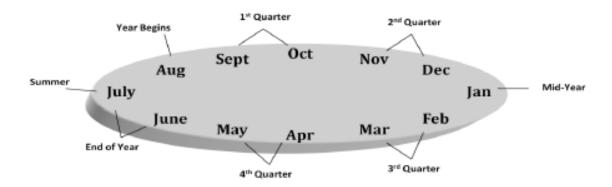


• Within the district's induction process is the **mentoring program** where the novice teacher receives two years of one-to-one support.

*For a more comprehensive description, see the Guidelines for the Probationary Period offered by the Department of Elementary and Secondary Education

A district's successful induction process, which includes an effective mentoring program, focuses on particular performance targets to ensure the effective teacher practice of the new teacher. Improving the effectiveness of the teacher and the achievement of their students occurs through a focus on evidence of the teacher's knowledge and skills. Typical areas of focus include classroom management procedures and routines, effective instructional practices, understanding the school community, engaging in ongoing professional learning, and participating in teamwork among administrators, teachers, support staff and community members. Building on these proven practices, the induction process continues the ongoing development of the educator in ways that promote successful teaching which demonstrates effectiveness. The initial years are particularly important as a time to assess initial baseline performance data and identify personal strengths and opportunities for growth.

Timeline for New Teacher Evaluation



The first and second year of teaching can be particularly overwhelming for the new teacher. It is simply not realistic to expect the new teacher to demonstrate performance across 36 separate indicators. As such, doing an in-depth assessment of the novice educator's performance on all 36 indicators would not only be overwhelming but likely inaccurate as well. However, events at certain times of the year do allow opportunity to collect baseline data on performance and provide specific meaningful feedback to new teachers on particularly relevant knowledge and skills. This specific feedback should be provided to the mentee by the mentor. The administrator should also regularly interact with the new teacher, providing specific feedback on performance. By maintaining a focus on specific performances at particular times of the year, it's possible to accomplish the following:

- The mentee has a clear sense of expectations connected to certain times/events
- The induction process and mentor can offer very targeted support aligned to particular school events the mentee is experiencing
- The administrator has a very clear goal of providing support and feedback multiple times throughout the year to the novice teacher
- By the conclusion of the second year, the mentee has received support, guidance, collaboration and feedback across a broad set
 of expectations

Baseline data, observed and gathered across the initial two years, provides a general overview of the mentee's strengths as well as opportunities for growth. These areas, in particular the opportunities for growth, will inform areas of concentration in the mentee's continued development as a part of the overall system's professional development plan.

	1 st Year Teacher	Practices
Timeframe	MO Indicator	Evidence of Knowledge and Skills
Preparation	All 36 Teacher Quality Indicators	Developed/Assessed in coursework & clinical experience
	1.1 Content Knowledge	District the state of the state
	2.3 Theory of Learning	Plans for essential learning outcomes of content
Prior to the	3.1 Implementing the Curriculum	Uses theories of learning to plan for instruction Aligns lesson design and assessments to curriculum
Beginning of	4.2 Instructional Resources	Begins student/family communication
School	6.1 Verbal and Non-Verbal Communication	Understands District Policy and Code of Conduct
	8.3 Professional Responsibilities	Engages in the induction process with a mentor
	9.1 Induction & Collegial Activities	
	1.2 Engaging in Content	Delivers lessons that engage students in content
	2.1 Student Development (see also 2.6)	Assesses student personalities and abilities
	5.1 Classroom Management	Effective use of basic classroom management techniques
First Month	5.2 Time, Space, Transitions, and Activities	Manages time, space, transitions, activities effectively
	6.2 Sensitivity to student differences (see also 2.6)	Demonstrates sensitivity to students' differences
	7.1 Use of Assessments	Uses a variety of different assessment formats
	9.1 Induction & Collegial Activities	Engages in the induction process with a mentor
	222 1 22 1	
	2.2 Student Goals 4.1 Critical Thinking Strategies	Helps students establish goals and monitor own progress
2 nd -3 nd Month		Teaches students to think critically and problem-solve
Quarter 1	4.3 Cooperative, small group and independent learning	Uses different learning configurations effectively Adjusts procedures/routines to reinforce expectations
Quarter 1	5.2 Time, Space, Transitions, and Activities 7.3 Student-led Assessments	Helps students assess their own progress to learning goals
		Communicates student progress and maintains records
	7.5 Communicates Student Progress	Communicates statent progress and maintains records
	1.5 Diverse Social and Cultural Perspectives	
	2.4 Differentiated Lesson Design (see also 3.3)	Helps students develop balanced cultural perspectives
4 th -5 th Month	3.2 Lessons for Diverse Learners	Differentiates instruction to meet student needs
Quarter 2	6.1 Verbal and Non-Verbal Communication	Addresses variations in learner styles and performances
Quarter 2	7.2 Assessment Data to Improve Learning	Communicate student progress effectively
	7.5 Communicating Student Progress	Use student data to plan future instruction
	2.5 Use of Student's Prior Experience	Adjust learning activities based on data from 1 st semester
	5.2 Time, Space, Transitions, and Activities	Adjusts procedures/routines to reinforce expectations
6 th Month	7.4 Effects of instruction	Uses relevant information to plan future instruction
Mid-Year	7.6 Collaborative Data Analysis	Collaborate with peers on student data
	8.1 Self-assessment and Improvement	Self-reflect on progress to determine impact of instruction
	9.2 Collaborating to Meet Student Needs	Seeks/Provides services to meet needs of learners
	1.2 Engaging in Content	Connecting content to classroom design
7 th -8 th Month	2.2 Student Goals	Helps students establish goals and monitor own progress
Quarter 3	4.3 Cooperative, small group and independent learning	Uses different learning configurations effectively
Quarter 3	7.2 Assessment Data to Improve Learning	Communicate progress effectively to students/parents
	7.5 Communicating Student Progress	Use student data to plan future instruction
	2511 25 1 2 2 1	
	2.5 Use of Student's Prior Experience	Review data of student progression throughout the year
9 th -10 th Month	7.4 Effects of instruction	Collaborate and reflect with colleagues on student data
Quarter 4	7.6 Collaborative Data Analysis	Reflects on impact of instruction
	8.1 Self-assessment and Improvement	Reflects with mentor on strengths & growth opportunities
	9.1 Induction & Collegial Activities	
End of the	8.1 Self-assessment and Improvement	Reflect on impact on student learning
School Year	8.2 Professional Learning	Uses resources available to advance professional learning

Certain performance targets, or specific skills, are of particular importance at certain times of the year. While the context of the community and in particular the teachers' student population will have influence over the timing and the types of knowledge and skills the new teacher will need to possess and demonstrate; there are some generalizations that can be reasonably concluded, regardless of context.

For example, knowledge and skills associated with curriculum and lesson planning are especially relevant in the days just prior to beginning the school year when the teacher is planning for the first few weeks of school. Likewise, skills involving classroom management, procedures and routines are of particular significance in the first few weeks of the school year.

A general summary of indicators of teacher performance and a time of significance is provided for the first and second year of teaching. The timeframes on this table begin with the end of the clinical experience which occurs in the preparation process. The timeframes extend through the summer prior to the first day of school and conclude with the summer following initial year of teaching.

The second year of teaching is organized in similar fashion. The timeframes on this table begin with the summer prior to the second year of teaching and extend through to the summer following the second year of teaching. This encompasses all of the required two years of mentoring that is to be provided to all new teachers.

Each table contains 8 separate timeframes. Each timeframe contains anywhere between 2 to 7 Quality Indicators as the particular focus during the indicated timeframe. In this way, mentees are focusing on a defined set up performances within each specified timeframe. The selected indicators are suggested based on ordinary events that occur in a typical school year. There is flexibility to substitute indicators based on the unique characteristics of a particular district and/or school.

What is most important is ensuring that baseline data on performance is collected on the mentee; that the mentee receives specific feedback on their performance from the mentor on those specific performances and knowledge; that the administrator regularly interacts with the new teacher providing support and specific feedback on performance; and that this occurs without overwhelming the new teacher, but instead provides real time support for the emotions and reactions the new teacher is experiencing based on the issues they are experiencing.

	2 nd Year Teacher				
Timeframe	MO Indicator	Knowledge and Skills			
	1.1 Content Knowledge	Plans for essential learning outcomes of content			
Prior to the	1.3 Disciplinary Research and Inquiry Methodologies	Plans for teaching students about inquiry and research			
Beginning of	3.1 Implementing the Curriculum	Aligns lesson design and assessments to curriculum			
School	4.2 Instructional Resources	Uses available resources to support lesson activities			
	9.1 Induction & Collegial Activities	Engages in the induction process with a mentor			
	1.2 Engaging in Content	0.5			
	1.4 Interdisciplinary Instruction	Delivers lessons that engage students in content Makes interdisciplinary content connections in instruction			
	2.6 Language, Culture, Family, Community Values	Uses data to determine the variety of learning needs			
First Month	5.1 Classroom Management	Effective use of basic classroom management techniques			
	5.2 Time, Space, Transitions, and Activities	Manages time, space, transitions, activities			
	6.4 Technology and Media Communication Tools	Uses technology and media communication tools			
	7.1 Use of Assessments	Uses a variety of different assessment formats			
	2.2 Student Goals	Helps students establish goals and monitor own progress			
2 nd -3 rd Month Quarter 1	4.1 Critical Thinking Strategies	Teaches students to think critically and problem-solve			
	4.3 Cooperative, small group and independent learning	Uses different learning configurations effectively			
Quarter 1	5.2 Time, Space, Transitions, and Activities	Manages time, space, transitions, activities			
	7.3 Student-led Assessments	Helps students assess their own progress to learning goals			
	7.5 Communicates Student Progress	Communicates student progress and maintains records			
	3.2 Lessons for Diverse Learners	Differentiates instruction to meet student needs			
ath ath an	3.3 Instructional Goals and DI Strategies	Uses differentiated instructional strategies effectively			
	5.3 Classroom, School, Community Culture	Uses culture of school/community to impact relationships			
Quarter 2	7.2 Assessment Data to Improve Learning	Addresses variations in learner styles and performances			
	7.5 Communicating Student Progress	Use student data to plan future instruction			
	2.5 Use of Student's Prior Experience	Adjust learning activities based on data from 1 st semester			
eth samuel	7.4 Effects of instruction	Uses relevant information to plan future instruction			
	7.6 Collaborative Data Analysis	Collaborate with peers on student data			
Wild-Teal	8.1 Self-assessment and Improvement	Reflects on progress to determine impact of instruction			
	9.3 Cooperative Partnerships Supporting Learning	Builds partnerships to support student learning			
	1.2 Engaging in Content				
ath oth Manual	6.3 Speaking, Writing and other Media	Connects content to classroom design			
2 nd -3 rd Month Quarter 1 4 th -5 th Month Quarter 2 6 th Month Mid-Year	7.2 Assessment Data to Improve Learning	Supports learners in speaking, writing and other media Communicates progress effectively to students/parents			
Quarter 3	7.5 Communicating Student Progress	Uses student data to plan future instruction			
	rio communicating statem riogress				
	7.4 Effects of instruction	Reviews data of student assessment throughout the			
9 th -10 th Month	7.6 Collaborative Data Analysis	Reviews data of student progression throughout the year Collaborates and reflects with colleagues on student data			
	8.1 Self-assessment and Improvement	Reflects on impact of instruction			
	9.1 Induction & Collegial Activities	Reflects with mentor on strengths & growth opportunities			
End of the	8.1 Self-assessment and Improvement	Reflects on impact on student learning			
School Year	8.2 Professional Learning	Uses resources available to advance professional learning			

New Teacher Feedback and Evaluation Forms

	First Month of the School Year	Academic Year	
Teacher:	Subj	ect/Grade Level:	
Standard 1.2 Eng	in-in-Contont		
	aging in Content nentee Identifies and uses engagement strategies to I	keep students interested and engaged in the content	
Reflection:			
Standard 2.1 Stud	dent Development (see also 2.6)		
		order to design and make instructional decisions based	on
developmental fa	ctors		
Reflection:			
Standard 5 1 Clar	ssroom Management		
		to address misbehavior and avoid disruptions in instru	uction t
	nerally interested and engaged in their learning	and the second s	
Reflection:			
Standard 5.2 Tim	e, Space, Transitions, and Activities		
Description: The r	mentee desians routines that support effective manaa	ement of time, space, transitions and activities	
	mentee designs routines that support effective manag	ement of time, space, transitions and activities	
Reflection: The r	mentee designs routines that support effective manag	ement of time, space, transitions and activities	
	mentee designs routines that support effective manag	ement of time, space, transitions and activities	
Reflection:		ement of time, space, transitions and activities	
Reflection: Standard 6.2 Sen	sitivity to Student Differences (see also 2.6)		
Reflection: Standard 6.2 Sens Description: The re			
Reflection: Standard 6.2 Sen	sitivity to Student Differences (see also 2.6)		
Reflection: Standard 6.2 Sens Description: The re	sitivity to Student Differences (see also 2.6)		
Reflection: Standard 6.2 Sen Description: The r Reflection:	sitivity to Student Differences (see also 2.6) mentee exhibits understanding, sensitivity and empati		
Reflection: Standard 6.2 Sen Description: The r Reflection: Standard 7.1 Use	sitivity to Student Differences (see also 2.6) mentee exhibits understanding, sensitivity and empati of Assessments	hy toward student needs and differences	
Reflection: Standard 6.2 Sen: Description: The r Reflection: Standard 7.1 Use Description: The r	sitivity to Student Differences (see also 2.6) mentee exhibits understanding, sensitivity and empati of Assessments		and:
Reflection: Standard 6.2 Sen Description: The r Reflection: Standard 7.1 Use Description: The r modifications	sitivity to Student Differences (see also 2.6) mentee exhibits understanding, sensitivity and empati of Assessments	hy toward student needs and differences	; and
Reflection: Standard 6.2 Sen: Description: The r Reflection: Standard 7.1 Use Description: The r	sitivity to Student Differences (see also 2.6) mentee exhibits understanding, sensitivity and empati of Assessments	hy toward student needs and differences	and:
Reflection: Standard 6.2 Sen Description: The r Reflection: Standard 7.1 Use Description: The r modifications	sitivity to Student Differences (see also 2.6) mentee exhibits understanding, sensitivity and empati of Assessments	hy toward student needs and differences	s and
Reflection: Standard 6.2 Sen Description: The n Reflection: Standard 7.1 Use Description: The n modifications Reflection:	sitivity to Student Differences (see also 2.6) mentee exhibits understanding, sensitivity and empati of Assessments mentee demonstrates the use of formal and informal	hy toward student needs and differences	and .
Reflection: Standard 6.2 Sen Description: The r Reflection: Standard 7.1 Use Description: The r modifications Reflection: Standard 9.1 – In	sitivity to Student Differences (see also 2.6) mentee exhibits understanding, sensitivity and empati of Assessments mentee demonstrates the use of formal and informal	ny toward student needs and differences student assessments to address specific learning goals	and .
Reflection: Standard 6.2 Sen Description: The n Reflection: Standard 7.1 Use Description: The n modifications Reflection: Standard 9.1 – In Description: The n	sitivity to Student Differences (see also 2.6) mentee exhibits understanding, sensitivity and empati of Assessments mentee demonstrates the use of formal and informal duction and Collegial Activities mentee meets regularly with their mentor and fully pu	hy toward student needs and differences student assessments to address specific learning goals	and and
Reflection: Standard 6.2 Sen Description: The r Reflection: Standard 7.1 Use Description: The r modifications Reflection: Standard 9.1 — In Description: The r documenting sup,	sitivity to Student Differences (see also 2.6) mentee exhibits understanding, sensitivity and empati of Assessments mentee demonstrates the use of formal and informal	hy toward student needs and differences student assessments to address specific learning goals	and .
Reflection: Standard 6.2 Sen Description: The n Reflection: Standard 7.1 Use Description: The n modifications Reflection: Standard 9.1 – In Description: The n	sitivity to Student Differences (see also 2.6) mentee exhibits understanding, sensitivity and empati of Assessments mentee demonstrates the use of formal and informal duction and Collegial Activities mentee meets regularly with their mentor and fully pu	hy toward student needs and differences student assessments to address specific learning goals	and
Reflection: Standard 6.2 Sen Description: The r Reflection: Standard 7.1 Use Description: The r modifications Reflection: Standard 9.1 — In Description: The r documenting sup,	sitivity to Student Differences (see also 2.6) mentee exhibits understanding, sensitivity and empati of Assessments mentee demonstrates the use of formal and informal duction and Collegial Activities mentee meets regularly with their mentor and fully pu	hy toward student needs and differences student assessments to address specific learning goals	and
Reflection: Standard 6.2 Sen Description: The r Reflection: Standard 7.1 Use Description: The r modifications Reflection: Standard 9.1 — In Description: The r documenting sup,	sitivity to Student Differences (see also 2.6) mentee exhibits understanding, sensitivity and empati of Assessments mentee demonstrates the use of formal and informal duction and Collegial Activities mentee meets regularly with their mentor and fully pu	hy toward student needs and differences student assessments to address specific learning goals	s and
Reflection: Standard 6.2 Sen Description: The n Reflection: Standard 7.1 Use Description: The n modifications Reflection: Standard 9.1 — In Description: The n documenting support of the n documenting support of the n	sitivity to Student Differences (see also 2.6) mentee exhibits understanding, sensitivity and empati of Assessments mentee demonstrates the use of formal and informal duction and Collegial Activities mentee meets regularly with their mentor and fully pu	hy toward student needs and differences student assessments to address specific learning goals articipates in the district/school induction process, mentor standards	and

There is a series of mentee feedback forms. These forms are aligned to the 8 timeframes that occur each year and collectively create the process for gathering baseline data and directing meaningful feedback between the mentee and mentor. Each form specifically lists the quality indicators for the specified timeframe. Each indicator includes a general description referencing the particular knowledge and/or skill to be demonstrated.

There is opportunity provided for reflection on each of the listed indicators. As mentee and mentor talk through the specific indicator and its relevance for what is currently happening in the school year, this area is used to capture potential strengths and areas of confidence as well as potential opportunities for continued growth.

An overall determination on performance uses feedback generated throughout the year on selected indicators, general feedback generated periodically through classroom observations and any other data or information relevant to the new teacher's performance observed or gathered throughout the year.

This information and data is used by the administrator to complete the **Summative Evaluation Form**.

1 st & 2 nd Year Teacher Evaluation Summative Report	Academic \	Year	-							
Teacher: Subject/Grade Lo	evel:									
School:										
Standard 1: Content Knowledge Aligned with Appropriate Instruction	**Area of Concern	*Growth Opportunity	Meets Expectation		Standa	rd 8: Self-Assessment and	Improvement	**Area of Concern	*Growth Opportunity	Meets Expectation
☐ Teacher effectively plans for the delivery of the essential content of the discipline							ication of new knowledge and skills			
☐ Subject matter learning activities are meaningful and engaging for students				-			actice and increase student learning	5		
☐ Students demonstrate mastery and application of content] [policies and procedures regard	ing ethical practices &			
Standard 1 Comments:						ive relationships with students	, staff, parents, patrons,			
Standard 2: Student Learning Growth and Development	**Area of Concern	*Growth Opportunity	Meets Expectation	St	administrators, and sup tandard 8 Comments:	ervisors.				I
☐ Teacher uses theories and student information to design meaningful lessons					C+-	ndard 9: Professional Col	Inhoration	**Area of	*Growth	Meets
☐ Teacher's instructional strategies use current theories of growth and development								Concern	Opportunity	Expectation
Students' level of growth and development is the foundation for new learning				l []			ct/school vision, mission and goals			
Standard 2 Comments:	•	•	•	1 🖳	Teacher works collabor tandard 9 Comments:	atively regarding improvements	in student learning and well-being			
				31	tandard 9 Comments:					
Standard 3: Curriculum Implementation	**Area of	*Growth	Meets			on a standard results in a Growth I				
-	Concern	Opportunity	Expectation		'An "Area of Concern" rating o	n a standard results in an Improven	nent Plan for that area.			
☐ Teacher designs lessons aligned with state (Common Core) and district standards										
☐ Teacher facilitates student learning based on state and district standards					Overall Teacher Rating					
☐ Students master essential learning objectives based on state and district standards					Years in Position	Ineffective	Minimally Effective	Effective	High	nly Effective
Standard 3 Comments:						Multiple Areas of Concern	1 Area of Concern	No Areas of Concern		eas of Concern
					1	Or	Or	And		And
Standard 4: Critical Thinking	**Area of Concern	*Growth Opportunity	Meets Expectation			Indicator Rating 0	Indicator Rating 1	Indicator Ratings 2-3	Indica	tor Ratings 4-7
☐ Teacher lesson design and use of instructional resources promotes critical thinking						Multiple Areas of Concern	1 Area of Concern	No Areas of Concern	No Ar	eas of Concern
☐ Teacher's instructional strategies promote critical thinking and problem-solving					2	Or	Or	And		And
Students demonstrate their ability to think critically and problem-solve						Indicator Ratings 0	Indicator Rating 1-2	Indicator Ratings 3-4	Indica	tor Ratings 5-7
Standard 4 Comments:	•	•	•	_	•		•		•	
Standard 5: Positive Classroom Environment	**Area of Concern	*Growth Opportunity	Meets Expectation	_	Teacher's Name	is rated as	Effectiveness Rating	or the		school year.
☐ The rules, routines and structures create an environment conducive to learning				_						
Teacher's strategies create a positive classroom environment conducive to learning				0	verall Comments:					
Students are self-directed, exhibit positive relationships and are engaged in learning										
Standard 5 Comments:			•							
Standard 6: Effective Communication	**Area of	*Growth	Meets	1						
Standard 6. Effective Communication	Concern	Opportunity	Expectation							
☐ Non-verbal communication (written/electronic) is effective, correct and appropriate										
☐ Teacher demonstrates correct and appropriate communication										
Students exhibit correct and appropriate communication										
Standard 6 Comments:		•	•	1						
					Recommend for Re-I	mployment	□ □	o Not Recommer	nd for Re-Emple	ovment
Standard 7: Student Assessment and Data Analysis	**Area of Concern	*Growth Opportunity	Meets Expectation		☐ Develop a new o	r revised growth plan based f the same indicators.				
☐ Maintains accurate data on each student's progress based on multiple data points						ovement plan linked to indic	ators. This must			
☐ Teacher effectively collects and uses student data to inform and improve instruction	I				include specific t	arget dates and timelines th				
Students are knowledgeable of their own progress and plan personal learning goals	I				order for re-emp	loyment to continue.				
Standard 7 Comments:			•	1						
				_	Teacher's	ignature	Date	Evaluator's Sign	ature	Date

The first 1½ pages of the summative evaluation form provides both an overview of the effectiveness of the new teacher looking across all nine standards.

- Assessing the teacher's performance across all teaching standards
 - o Each standard is listed with summary statements. The statements represent a very broad description drawn from the categories of commitment, practice and impact used on the growth guides for the quality indicators. They are listed as a type of checklist supporting each of 9 standards. For each standard, three options are provided:

- Area of Concern checking this box for a standard resuls in an improvement plan for this standard meaning that growth
 in this area is both necessary and required for continued employment
- Growth Opportunity checking this box for a standard might possibly result in an indicator from this standard being selected in the teacher's second year as an opportunity for growth and documented in the next year's Educator Growth Plan
- Meets Expectation checking this box for a standard indicates that performance in this area meets the expecation of the administrator/district at the present time
- o Note: the comment box provided below each standard provides opportunity to offer the rationale for the rating as well as to note exemplary performance in this particular area.

The second page of the Summative Evaluation Form provides an overall rating for the new teacher. This section is completed as follows:

- 1. Years in Position determine if this is the first or second year the teacher has been in the current evaluated position (Note: the purpose for "in position" is to allow for reassignment of teachers to different grade levels/positions without adversly affecting performance ratings)
- 2. Select one of the effectiveness ratings based on the following criteria:
 - a. Ineffective Rating
 - i. Multiple areas of concern across the 9 standards, OR
 - ii. An average of the follow-up assessment scores on the selected indicators falls into the indicated range
 - b. Minimally Effective Rating
 - i. 1 area of concern across the 9 standards, OR
 - ii. An average of the follow-up assessment scores on the selected indicators falls into the indicated range
 - c. Effective Rating
 - i. No areas of concern across the 9 standards, AND
 - ii. An average of the follow-up assessment scores on the selected indicators falls into the indicated range
 - d. Highly Effective Rating
 - i. No areas of concern across the 9 standards, AND
 - ii. An average of the follow-up assessment scores on the selected indicators falls into the indicated range
 - e. Complete the comments section and the recommendation for employment

Timeline for completion of the New Teacher Evaluation Protocol

				1 st Year fo	r the New Teache	er			
	Suggested	Suggested	Suggested	Suggested	Suggested	Suggested		Suggested	Suggested
ocns	Indicators	Indicators	Indicators	Indicators	Indicators	Indicators	her Form	Indicators	Indicators
	1.1	1.2	2.2	1.5	2.5	1.2	Teacher ation Fo	2.5	8.1
	2.3	2.1	4.1	2.4	5.2	2.2	New Teacl Evaluation	7.4	8.2
	3.1	5.1	4.3	3.2	7.4	4.3	Nev	7.6	
ed Ind	4.2	5.2	5.2	6.1	7.6	7.2	olete	8.1	
Suggested For Ea	6.1	6.2	7.3	7.2	8.1	7.5	Complete Summative	9.1	
Sug	8.3	7.1	7.5	7.5	9.2		Sur		
	9.1	9.1							
Time	Prior to	First Month	2 nd -3 rd Month	4 th -5 th Month	6 th Month	7 th -8 th Month	By March 15	9 th -10 th Month	End of the
Frame	School	Year Begins	Quarter 1	Quarter 2	Mid-Year	Quarter 3	-	Quarter 4	Year

	2 nd Year for the New Teacher										
	Suggested	Suggested	Suggested	Suggested	Suggested	Suggested		Suggested	Suggested		
Focus	Indicators	Indicators	Indicators	Indicators	Indicators	Indicators	ner Form	Indicators	Indicators		
of Fo	1.1	1.2	2.2	3.2	2.5	1.2		7.4	8.1		
	1.3	1.4	4.1	3.3	7.4	6.3	/ Tea	7.6	8.2		
Indicators ich Timefra	3.1	2.6	4.3	5.3	7.6	7.2	New Teach	8.1			
	등 4.2 5.1 5.2	7.2	8.1	(1)		9.1					
Suggested For Ea	9.1	5.2	7.3	7.5	9.3		Complete Summative I				
Suge		6.4	7.5				Sun				
		7.1									
Time	Prior to	First Month	2 nd -3 rd Month	4 th -5 th Month	6 th Month	7 th -8 th Month	By March 15	9 th -10 th Month	End of the		
Frame	School	Year Begins	Quarter 1	Quarter 2	Mid-Year	Quarter 3	•	Quarter 4	Year		

Educator Improvement Protocol

While the primary purpose of the Educator Growth Plan is to identify and capitalize on growth opportunities, the focus of the Educator Improvement Protocol is on intervention for areas of concern that require immediate attention. Thus, the Educator Improvement Protocol targets very specific standards, indicators, and actions that must be improved within a specific timeline. Accordingly, the Educator Improvement Protocol is not only a collaborative process between teacher and evaluator; it is also one of direction and guidance from the evaluator requiring the achievement of certain outcomes in a timely fashion.

It is important to remember that the Educator Improvement Protocol is a single process within a larger process of evaluation and growth.

Therefore, the Educator Improvement Protocol should only be followed

Detect and indicate areas of concern

 Discuss concerns with teacher

 Complete form Improvement Plan, Initial Conference to notify teacher of areas concern

 Conduct an appropriate number of formal and informal observations to monitor status

 Complete Teacher Evaluation Summative Report and determine employment status accordingly

after an initial evaluation, either formal or informal, revealing one or more areas of concern. Consequently, the first step of the Educator Improvement Protocol is to detect and indicate any areas of concern. If the evaluator detects any such areas of concern, the next step in the protocol is to complete the form: Educator Improvement Plan, Initial Conference. This form allows the evaluator to note the indicator causing concern as well as the rationale for concern, the improvement target, and the corresponding benchmarks and timelines. The Educator Improvement Plan, Initial Conference form should be completed collaboratively with the teacher and copies should be subsequently shared as documentation of the overall plan and areas of concern.

After collaborative completion of the Educator Improvement Plan, Initial Conference form, the evaluator should conduct the appropriate number of necessary formal and informal observations to monitor the status of the teacher. The Educator Improvement Plan, Follow-up Observation & Conference form should be used to document every formal observation conducted.

Finally, after multiple follow-up observations and conferences, the evaluator should complete the <u>Summative Evaluation Form</u> to determine the respective teacher's employment status accordingly.

NOTE: For incidents involving blatant violations of board policy and state or federal law, immediate employment action may be taken as prescribed or permitted by law.

Timeline for completion of the Educator Improvement Protocol

Step #	Step 1	Step 2	Step 3	Step 4	Step 5
Action Title	Detect and indicate areas of concern upon evaluation	See page 34: Improvement Plan, Initial Conference	Hold Initial Conference to notify educator of status and plan	Conduct the appropriate number of formal and informal observations to monitor status	Complete Summative Evaluation Form to determine employment status accordingly
Action Description	Formal and/or informal observations should be held throughout the year. If one or more areas of concern are detected, teacher should be placed in the Improvement Protocol	Note standards and indicators causing concern, give rationale, set timeline and improvement target complete with benchmarks and strategies	Explain to teacher rationale for placement in Improvement Protocol, explain improvement target, timeline, benchmarks, and ramifications	Evaluate, observe, and confer with teacher either formally or informally multiple times throughout the Improvement Protocol timeline. Evaluator should document such meetings on the Follow-up Observation & Conference forms to note any improvements, shortcomings, or other general observational data	Use and apply in the same manner described in Step 6 of the general Teacher Evaluation Protocol
Timeline	Detection of areas of concern can occur at any time throughout the year or at any point in a teacher's career	The Initial Conference form should be completed immediately after detection of areas of concern	The Initial Conference should be held immediately after completion of the form	Formal and informal observations and/or conferences should be conducted throughout the remainder of the established timeline for achievement of the improvement target. Such observations and/or conferences should be held in gaps wide enough for the teacher to show improvement, but consistent to accurately monitor progress	TheSummative Evaluation Form should be completed at the end of the timeline

^{*}Note: For incidents involving blatant violations of board policy and state or federal law, immediate employment action may be taken as permitted by law.

Educator Improvement Plan forms

MISSOURI'S EDUCATOR EVALUATION SYSTEM	URIS EDUCATOR EVALUATION SYSTEM					MISSOURI'S EDUCATOR EVALUATION SYSTEM				
	Educator Impr				Educator Improvement Plan Follow-up Observation & Conference					
Improvement Plan for: Name	Date	School	Subject	Academic Year	Date:					
Standard number Standard n	r and name	Quality India	cator number and nam	ne	Using the timeline set during the Initial Evo	NOTES ON PRO Iluation, determine progress to date tow	GRESS ards achieving each benchmark and accomplis	hing improvement targets.		
performance indicator is required										
IMPROVEMENT TARGET State specifically the improvement required based indicator referenced above.	d on the performance	 SPECIFIC STRATEGIES Create a goal statement address statement should include essent. 								
3. BENCHMARKS AND TIMELINES		4. MEASURES								
Describe the specific benchmarks and/or relevant demonstrate growth or completion of the improve		Describe the measures providing has been accomplished or adequ		provement target						
					Follow-up Meeting Signature (teacher sig	nature indicates knowledge of the rep	ort, not necessarily agreement)			
Initial Evaluation Signature (teacher signature indi	icates knowledge of the re	eport, not necessarily agreement)			Signature of Teacher/Leader	Date	Signature of Evaluator	Date		
Signature of Teacher/Leader	Date	Signature of Evaluator	. 	Date						

The Educator Improvement Plan, Initial Conference form (above left) is used to document specific standards and indicators creating areas of concern. After identifying the indicator to be improved upon, the evaluator then expresses a rationale for why improvement is required. Finally, the evaluator sets an improvement target complete with the necessary benchmarks and timeline for achievement of the required outcome.

The Educator Improvement Plan, Follow-up Observation & Conference form (above right) is used for any formal or informal observations or conferences that are conducted throughout the timeline established by the evaluator. At least one formal and one informal evaluation should be held. When using this form, the evaluator can document any meetings to note improvements, shortcomings, or other general observational data.

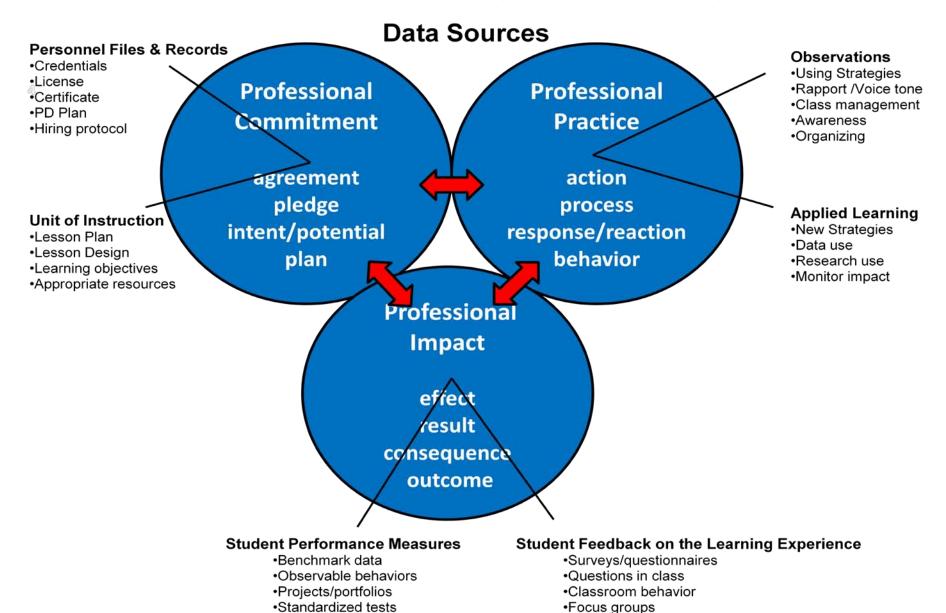
Collectively, the documents provide the essential framework for improvement, as well as the documentation and protocol necessary to make high-stakes employment decisions. Upon completion of the timeline, evaluators should use the <u>Summative Evaluation Form</u> to note final outcomes and make ultimate employment decisions.



Growth Guide

MISSOURI'S EDUCATOR EVALUATION SYSTEM

Professional Frames of the Teacher



Standard 1: Content knowledge aligned with appropriate instruction.

The teacher understands the central concepts, structures, and tools of inquiry of the discipline(s) and creates learning experiences that make these aspects of subject matter meaningful and engaging for students.

Quality Indicator 1: Content knowledge and academic language

Emergin	g	Dev	eloping	Proficien	nt	Distinguished
1E1) The emerging tea	cher	1D1) The developing	g teacher also	1P1) The proficient teacher also		1S1) The distinguished teacher also
Knows and can de breadth and depth knowledge and co meaning of acader	of content mmunicates the	experiences us resources and	ate content learning ing supplemental incorporates uage into learning	Infuses new information into instructional units and lessons displaying solid knowledge of the important concepts of the discipline.		Has mastery of taught subjects and continually infuses new research-based content knowledge into instruction.
			Profession	nal Frames		
Evidence of Commitment Is well prepared to guide students to a deeper understanding of content		Stays current on new content and incorporates it into lessons		Evidence of Commitment Use of supplemental primary sources that are aligned to local standards		Evidence of Commitment Continually expands knowledge base on content and infuses into content
	Evidence of Practice Instruction reflects accuracy of content knowledge Evidence of Practice Instruction indicates an appreciation of the complexity and ever evolving nature of the content		Evidence of Practice Instructional focus is on the most important concepts of the content and includes new content as appropriate		Evidence of Practice Continually seeks out new information and applies it to learning in their classroom	
Evidence of Impact Students are generally familiar with academic language		Evidence of Impact Students are able to use academic language		Evidence of Impact Students accurately use academic language related to their discipline		Evidence of Impact Students communicate effectively using academic language from a variety of sources
Score = 0 1	2	3	4	5	6	7

Standard 1: Content knowledge aligned with appropriate instruction.

Quality Indicator 2: Student engagement in subject matter

Emerging	Develop	oing	Profic	cient	Distinguished
1E2) The emerging teacher	1D2) The developing	g teacher also	1P2) The proficient	teacher also	1S2) The distinguished teacher also
Chooses from multiple sources to engage student interest and activity in the content.	instructional st	of differentiated rategies which agage students in	Uses specific instructional strategies to engage students and advance each individual student's learning as evidenced by student data.		Moves fluidly between differentiated instructional strategies based on the unique learning needs and situations of the students resulting in deeper student knowledge and understanding in the content area.
		Professio	nal Frames		
Evidence of Commitment	Evidence of Commit	tment	Evidence of Commitment		Evidence of Commitment
N/A	N/A		N/A		N/A
Evidence of Practice	Evidence of Practice		Evidence of Practice		Evidence of Practice
Identifies engagement strategies to use to maintain student interest		ent strategies to	Instructional sti	-	Teacher demonstrates a wide
to use to maintain student interest	increase studen	•	techniques proi		variety of differentiated instructional strategies that
	merest and act		levels of engagement confirmed by advances in learning		directly address student needs.
Evidence of Impact	Evidence of Impact		Evidence of Impact		Evidence of Impact
Students are interested and	Students' engag	gement causes	Individual stude		Students demonstrate deeper
engaged in the content	content knowle	dge to advance	increases and s		content knowledge and
			articulate why learning activities		understanding
			cause them to l	earn	
Score = 0 1 2	3	4	5	6	7

Standard 1: Content knowledge aligned with appropriate instruction.

Quality Indicator 3: Disciplinary research and inquiry methodologies

Emerging	Developing		Proficient		Distinguished	
1E3) The emerging teacher	1D3) The developing	g teacher also	1P3) The proficient teacher also		1S3) The distinguished teacher also	
Introduces students to various methods of inquiry and research methodologies.	instructional ap	oys student- inquiry uctional approaches to build city for all students on arch methodologies. Develops strategies to engage students in the processes of inquiry and research pertinent to the discipline being taught.		Acquires and shares new knowledge on inquiry and research methodologies that improve student learning.		
		Profession	nal Frames			
Evidence of Commitment	Evidence of Commitment		Evidence of Commitment		Evidence of Commitment	
N/A	-		N/A		N/A	
	Instruction indicates a basic level Accepted methods of research in Instruction and of understanding about research and inquiry methodologies observations of instructional methods of inquiry method inq			Evidence of Practice Student- inquiry instructional approaches are prominent throughout instruction		
Evidence of Impact Students have a general knowledge of basic inquiry and research strategies	_	Students begin to use basic methods of inquiry/research		re and critically nation/knowledge nd in groups using ls	Evidence of Impact Students design and conduct research individually and in teams using standards of evidence in the field	
Score = 0 1 2	3	4	5	6	7	

Standard 1: Content knowledge aligned with appropriate instruction.

Quality Indicator 4: Interdisciplinary instruction

Emerging	Developi	ng	Proficient		Distinguished
1E4) The emerging teacher	1D4) The developin	g teacher also	1P4) The proficient	teacher also	1S4) The distinguished teacher also
Demonstrates the ability to mak interdisciplinary content connections during instruction.	interdisciplinar experiences th	Implements meaningful interdisciplinary learning experiences that require students to apply disciplinary knowledge. Develops and implements interdisciplinary projects that guide students in analyzing the complexities of an issue or question using perspectives from varied disciplines.			Connects current interdisciplinary themes to their discipline(s) and weaves those themes into meaningful learning experiences through collaboration with students, colleagues, and/or real-world partners.
		Profession	nal Frames		
Evidence of Commitment N/A	Evidence of Commi	Evidence of Commitment N/A		tment	Evidence of Commitment N/A
Evidence of Practice Connections between various disciplines are logical and add to overall learning	Evidence of Practice Connections between various disciplines are logical and add to Evidence of Practice Meaningful learning experiences are appropriate to particular		Evidence of Practice Lesson activities include interdisciplinary projects prompting students to analyze the complexities of an issue or question		Evidence of Practice Incorporates current interdisciplinary themes into collaborative classroom learning experiences
Evidence of Impact Students understand the meanir of inter-disciplinary content connections	g Evidence of Impact Students apply knowledge to r	mastery Evidence of Impact Students apply disciplinary knowledge to real world problems with interdisciplinary themes		ze the complexities uestion using om varied	Evidence of Impact Students evaluate and synthesize the complexities of an issue or question using perspectives from varied disciplines
Score = 0 1 2	3	4	5	6	7

Standard 1: Content knowledge aligned with appropriate instruction.

Quality Indicator 5: Diverse social and cultural perspectives

Emerging	Developing		Proficient		Distinguished
1E5) The emerging teacher	1D5) The developing to	1D5) The developing teacher also		teacher also	1S5) The distinguished teacher also
Facilitates students' ability to develop balanced, diverse social and cultural perspectives by recognizing personal bias in lesson design.	Designs instruction that incorporates global perspectives about national/regional/ethnic contributions to, and cultural differences/interpretations of the discipline.		Builds background knowledge from a variety of perspectives critical to fostering innovation, solving global challenges, and assuring a healthy democracy.		Facilitates student action to address real-world problems from a variety of perspectives related to the discipline that improves their community and/or world.
		Profession	nal Frames		
Evidence of Commitment Reviews lesson plans to identify areas of potential bias	Evidence of Commitment Eliminates bias in lesson designs and learning objectives		Evidence of Commitment Conduct reviews and research to build background knowledge and a variety of perspectives		Evidence of Commitment Lesson designs and learning objectives exhibit a variety of perspectives
Evidence of Practice Demonstrates importance and appreciation of a variety of perspectives Evidence of Practice Instructional activities include global perspectives and/or critical examination of bias		Evidence of Practice Instruction includes indications of background knowledge from a variety of perspectives prompting innovation and problem-solving		Evidence of Practice Instructional strategies and learning activities include students addressing real-world problems	
Evidence of Impact Student understanding of local and global issues surrounding disciplinary content expands	Evidence of Impact Students' ability increases to develop balanced, diverse social and cultural perspectives		Evidence of Impact Students engage in questioning and challenging of conventional assumptions and standard approaches		Evidence of Impact Students address real-world problems related to the discipline that improve their community and/or world
Score = 0 1 2	3	4	5	6	7

Possible Sources of Evidence

Standard 1: Content knowledge, including varied perspectives, aligned with appropriate instruction.

The teacher understands the central concepts, structures, and tools of inquiry of the discipline(s) and creates learning experiences that make these aspects of subject matter meaningful and engaging for students.

	Professional Commitment	
 Lesson/unit plan Learning activities plan Student learning expectations Student learning objectives Lesson design 	 Tiered/differentiated lessons/units Homework assignments and guiding instructions Flexible grouping plans Parent/guardian outreach Bulletin boards Professional Practice	 Research integration plan Praxis scores Agenda/meeting notes from grade level/content area team IEP Conferences/reports
 Builds student background knowledge utilizing a variety of global perspectives Uses and facilitates academic language acquisition Incorporates new research-based content information into instruction Uses instructional and engagement strategies 	 Facilitates student enrichment activities Uses tiered differentiated learning opportunities Uses flexible grouping Draws from multiple content sources Encourages student responsibility and articulates clear student expectations 	 Facilitates student directed learning activities Engages students in inquiry/research experiences Implements interdisciplinary learning experiences Facilitates student action to address relevant realworld issues from a global perspective
 Observation verification of student mastery Student work samples Student portfolios Student feedback/comments Student assessment data Student reflection/journals IEP Performance/growth reports 	 Professional Impact Student discussions/questions Non-academic records of individual progress (class participation, engagement, motivation, behavior, etc.) Academic records of individual student progress Student completion data on homework/projects Performance assessments 	 Data on academic vocabulary use Structured interviews with students Student engagement and participation Student and/or parent survey results Student products/projects Parent/community attendance at school functions

Standard 2: Student Learning, Growth and Development

The teacher understands how students learn, develop and differ in their approaches to learning. The teacher provides learning opportunities that are adapted to diverse learners and support the intellectual, social, and personal development of all students.

Quality Indicator 1: Cognitive, social, emotional and physical development

Emerging	Developing	Proficient		Distinguished
2E1) The emerging teacher	2D1) The developing teacher also	2P1) The proficient	teacher also	2S1) The distinguished teacher also
Knows how to address developmental factors when making instructional decisions.	Applies understanding of child/adolescent growth and development markers to implement instruction that foste development in students.		velopment to nart learner's rd goals in each et current needs	Models and shares with colleagues an effective, continuous instructional cycle that assesses individual performance, identifies needs and provides instruction promoting individual advancement in each domain.
	Profess	ional Frames		
Evidence of Commitment	Evidence of Commitment	Evidence of Commi	itment	Evidence of Commitment
Designs instruction with a basic understanding of developmental factors	Designs instruction with a basic understanding of developmental Knows and can apply theories of child/adolescent growth		charts learner rd goals	Maintains resources to assist colleagues in their understanding of developmental theories
Evidence of Practice Instructional decisions are based on an understanding of how students develop	Evidence of Practice Examples or research on models growth and development are use as a resource to guide instructional decisions	d regarding indiv	e accurate and timely vidual status and nforms decisions on I learning activities	Evidence of Practice Is able to act as a resource to other colleagues in using models of growth and development to guide instruction
Evidence of Impact Developmental factors specific to students are recognized	Evidence of Impact Students development increases as a result of teacher's use of theories as a resource	Evidence of Impact Students progr of developmen teacher's use o	ess to the next level t as a result of	Evidence of Impact Students advance in each domain as a result of their individual needs being assessed and instruction being planned accordingly
Score = 0 1 2	3 4	5	6	7

Standard 2: Student Learning, Growth and Development

Quality Indicator 2: Student goals

Emerging	Developii	ng	Proficient	•	Distinguished
2E2) The emerging teacher	2D2) The developing	teacher also	2P2) The proficient teacher also		2S2) The distinguished teacher also
Facilitates students' understanding of taking personal responsibility for their own learning.	_	_	Use strategies to assist students in evaluating and modifying personal learning goals based on personal performance data.		Acquires and shares new knowledge on strategies for enabling students to expand and assume control of their own learning.
		Professio	nal Frames		
Evidence of Commitment N/A			tment	Evidence of Commitment N / A	
Evidence of Practice Use of classroom routines and procedures highlight student responsibility	•	Evidence of Practice tices, routines and hasizes students emphasize student organization and setting short-and long-term goals		ctices and routines dent organization	Evidence of Practice Facilitates learning activities requiring student control of their own learning
Evidence of Impact Students demonstrate basic responsibility based on clear expectations	Evidence of Impact Students demonstrate responsibility by setting personal learning goals		Evidence of Impact Students set short- and long-term goals, organize, implement, and self-reflect to benefit their learning		Evidence of Impact Students work productively and cooperatively with each other to achieve learning goals
Score = 0 1 2	3	4	5	6	7

Standard 2: Student Learning, Growth and Development

Quality Indicator 3: Theory of learning

Emerging	Develo	ping	Proficient		Distinguished
2E3) The emerging teacher	2D3) The develo	2D3) The developing teacher also		teacher also	2S3) The distinguished teacher also
Applies theories of learning to create well-planned and deliv instruction.	ered instruction f	Implements research-based instruction focused on production of learning for individual students.		ction that duces learning gains nt based on grounded in h, and designed to I needs.	Continuously modifies instruction based on his/her own and emerging research and shares effective practices and modifications with colleagues.
		Profession	nal Frames		
Evidence of Commitment Lesson plans are consistent will best-practice and foundations and current learning theories	ith Uses founda Il learning the instruction o	Evidence of Commitment Uses foundational and current learning theories to design instruction aimed at fostering learning in every student		tment research to design ly to produce ery student	Evidence of Commitment Produces and/or utilizes research that guides effective lesson design aimed at producing learning for every student
Evidence of Practice Alignment exists between instruction that is planned and instruction that is delivered	Demonstrat d how instruct learning for	Evidence of Practice Demonstrates an understanding of how instruction can produce learning for students based on individual learning needs		e d effectively tion which focuses earning gains for	Evidence of Practice Offers presentations, acts as a resource and/or mentors new teachers on using theories of learning in the classroom
Evidence of Impact Students receive instruction be on effective planning	ased Students ind	Evidence of Impact Students individual learning needs are addressed		g gains increase as eacher's effective	Evidence of Impact Student learning gains increase as a result of theories of learning
Score = 0 1 2	2 3	4	5	6	7

Standard 2: Student Learning, Growth and Development

Quality Indicator 4: Differentiated lesson design

Emerging	Developi	ng	Proficient		Distinguished
2E4) The emerging teacher	2D4) The developing	g teacher also	2P4) The proficient	teacher also	2S4) The distinguished teacher also
Designs and implements instruction that considers the needs of students.	instruction that to learn, grow, because their n	Designs and implements instruction that enables students to learn, grow, and develop because their needs are met in a positive learning environment.		and instruction, nviting and ational y creating a trusting th students that n learning.	Plans and cultivates the unique skills and talents of every child and encourages them to ask questions, take risks and enjoy learning.
		Profession	nal Frames		
Evidence of Commitment	Evidence of Commit	tment	Evidence of Commit	tment	Evidence of Commitment
Designs lessons and activities	Lesson design a	ind plans for	Plans for an inviting and nurturing		Learning objectives and activities
based on the unique needs of students	based on the unique needs of instruction demonstrate respect		educational environment that enhances learning		highlight the skills and talents of all students
Evidence of Practice	Evidence of Practice	?	Evidence of Practice	2	Evidence of Practice
Can articulate important characteristics and needs of students as they apply to learning Evidence of Fractice Highlights unique attributes of individual students as a part of classroom instruction and learning		Engages in strategies that promote trust and positive rapport to enhance the learning of each student		Classroom techniques and rapport highlight the unique skills and talents of every child	
Evidence of Impact	Evidence of Impact				Evidence of Impact
Students appear to exhibit posi rapport with the teacher and a generally motivated to learn	e respected, valu	Students perceive they are respected, valued and are encouraged to learn		ng increases and nstrate positive ith the teacher and	Students ask questions, take risks and enjoy learning
Score = 0 1 2	3	4	5	6	7

Standard 2: Student Learning, Growth and Development

Quality Indicator 5: Prior experiences, multiple intelligences, strengths and needs

Emerging	Developing	3	Proficient		Distinguished		
2E5) The emerging teacher	2D5) The developing	g teacher also	2P5) The proficient	teacher also	2S5) The distinguished teacher also		
Delivers a variety of lesson activities that address students' prior experiences, multiple intelligences, strengths and needs.	instructional ac address the ind learners and va knowledge and	ividual needs of all riation in prior	Adapts strategion individual stude student perform where the child developmentall physically, and advance knowled development.	ent needs based on mance data and I is ly, cognitively, affectively to	Acquires and shares authentic strategies for actively involving every student in advancing their own learning, building on their unique experience, intelligence, strengths and needs.		
		Profession	nal Frames				
Evidence of Commitment Plans for various assessment strategies to determine individual experiences, intelligences, strengths and needs Evidence of Commitment Lessons indicate an undersi of individual student traits prior experiences		e an understanding Ident traits and	Evidence of Commitment Plans instruction that will engage and advance each student in her/her learning and development		Evidence of Commitment Modifies lesson design and learning objectives as needed to help students become more successful learners		
Evidence of Practice Uses various assessment strategies to determine individual experiences, intelligences, strengths and needs Evidence of Practice Learning activities highlight and build off students individual characteristics traits and prior experiences		ies highlight and ts individual	Evidence of Practice Assessment data is maintained to confirm that students are moving forward		Evidence of Practice Learning activities involve every student in the advancement of his/her own learning		
Evidence of Impact Students know the way they think and learn is considered and addressed	Evidence of Impact Students can explain connections between their prior knowledge and current instruction		Evidence of Impact Students use prior knowledge to predict new information and increase their knowledge and skill		Evidence of Impact Students are excited about learning, use prior knowledge in concert with new information to raise questions, make inferences, and draw new conclusions		
Score = 0 1 2	3	4	5	6	7		

Standard 2: Student Learning, Growth and Development

Quality Indicator 6: Language, culture, family and knowledge of community values

Emerging	Developi	ng	Proficient		Distinguished
2E6) The emerging teacher	2D6) The develop	ing teacher also	2P6) The proficient	2S6) The distinguished teacher also	
Reviews demographic and biographical data of students determine the variety of learn needs.	o to how studer ing influenced by experience, ta learning, as w	J	respects indivic using teaching incorporate and the multiple ex	ing climate which lual differences by approaches that d are sensitive to periences of amily, culture, and	Connects instruction to students' experiences creating a trusting environment by employing strategies that respect differing cultures and draws explicit connections during instruction / assignments that are related to students' experiences and culture.
	,	Professio	nal Frames		
Evidence of Commitment	Evidence of Comm	Evidence of Commitment		tment	Evidence of Commitment
N/A	N/A		N/A		N/A
Evidence of Practice Collects and reviews demographic and biographical data of students instruction in response to students' individual experience, talents, prior learning, language, culture, family and community values		Evidence of Practice Models respect through action and words and establishes classroom routines and procedures which highlight mutual respect for others		Evidence of Practice Maintains a trusting classroom environment and demonstrates strategies that teach mutual respect for differing experiences and cultures	
Evidence of Impact			Evidence of Impact		
Students perceive that their particular differences and need are recognized		Evidence of Impact Students' learning is positively affected		t the differences of led	Evidence of Impact Students experience an environment of trust and mutual respect
Score = 0 1 2	3	4	5	6	7

Possible Sources of Evidence

Standard 2: Student Learning, Growth and Development

The teacher understands how students learn, develop and differ in their approaches to learning. The teacher provides learning opportunities that are adapted to diverse learners and support the intellectual, social, and personal development of all students.

	Profession	nal Commitment	
 Student assessment data Lesson/unit plans Substitute teacher plan Bulletin board(s) Posted behavioral norms/class procedures Student work/rubric displays 	 Structured teacher interviews Student/parent survey Research documentation log Instructional records Professional growth plans Personnel file Flexible grouping plans 	 Rubrics/scoring guides Self reflection Student inventories - interest, learning style, multiple intelligence, developmental Observation Tiered/differentiated lessons/units 	 Communications Educational environment Agenda - collaborative meeting IEP conferences/reports Counselor reports Professional learning
 Maintains individual student records and assessment data Monitors individual student growth Uses assessment data to make informed instructional and/or assessment decisions Demonstrates knowledge and understanding of individual student backgrounds'/ demographics/academic growth/learning profiles Designs and implements student need-based instruction 	 Applies learning theories to the design of instruction Plans and implements culturally responsive lessons Connects instruction to students' background knowledge and experiences Facilitates student long- and short-term goal setting Provides differentiated learning activities Modifies instruction based on a determined need (i.e. student learning, research, etc.) 	 Promotes student cooperative learning and collaboration Implements research-based instruction Makes "in the moment" instructional decisions/changes Provides focused, objective, relevant, valid, specific, and purposeful feedback to students Creates a safe risk-free learning environment Demonstrates a respectful regard for each student 	 Models and/or shares with colleagues Assists/Coaches colleagues Mentors new teachers Reflects on practice Uses student/parent surveys to inform educator practice Communicates respectfully with students, parents, guardians, community members, colleagues, and other school staff Engages in community activities
 Observation verification of student mastery Student work samples Student planners Student assessment data 	 Student reflection/journals Student inventories Student /parent feedback/comments Student and/or parent survey results 	 Structured interviews with students Student products/projects Performance assessments 	 IEP Performance/growth reports Non-academic records of individual progress (class participation, engagement, motivation, behavior, etc.) Academic records of individual student progress

Standard 3: Curriculum Implementation

The teacher recognizes the importance of long-range planning and curriculum development. The teacher develops, implements, and evaluates curriculum based upon student, district and state standards data.

Quality Indicator 1: Implementation of curriculum standards

Emerging	Developir	ng	Proficient		Distinguished
3E1) The emerging teacher	3D1) The developing	g teacher also	3P1) The proficient	teacher also	3S1) The distinguished teacher also
Makes informed decisions about instructional objects aligned to district mapping and pacing guides.	learning experie appropriate for	curriculum and state and district	Uses state/district curriculum guides with enough facility to anticipate skill gaps and/or misconceptions of students in order to deliver effective instruction.		Participates and/or demonstrates leadership for the evaluation and development of curriculum aligned to national, state, and district curriculum and assessments.
		Professio	nal Frames		
Evidence of Commitment Selects and creates learning experiences that are appropriate for district curriculum and assessments	Evidence of Commitment Lesson plans demonstrate a coherence of learning objectives aligned with state and district standards		Evidence of Commitment Aligns curriculum objectives to learning activities that correspond with state and district curriculum and assessments and secures resources to support instruction		Evidence of Commitment Serves on committees and teams evaluating and developing curriculum aligned to national, state, and district curriculum and assessments
Evidence of Practice Demonstrates an understanding of district curriculum and assessment and how to incorporate them into learning activities Evidence of Practice Delivers lesson activities that demonstrate a variety of appropriate learning aligned with state and district curriculum and assessments		activities that variety of rning aligned with	Evidence of Practice Demonstrates anticipation of skill gaps and/or misconceptions and uses information to deliver effective instruction		Evidence of Practice Participates in formal and informal collegial support activities including curriculum and review committees
Evidence of Impact N/A Evidence of Impact N/A		Evidence of Impact N / A		Evidence of Impact N / A	
Score = 0 1 2	3	4	5	6	7

Standard 3: Curriculum Implementation

Quality Indicator 2: Lessons for diverse learners

Emerging	Developi	ng	Proficient		Distinguished
3E2) The emerging teacher	3D2) The developing	ng teacher also	3P2) The proficient	teacher also	3S2) The distinguished teacher also
Implements lessons and activities aligned to the curriculum that recognize the individual needs of diverse learners	and activities to needs of divers responds to on student perfor	ngoing analysis of mance based on sments and analysis	Evaluates the effectiveness of a variety of instructional strategies based on multiple assessment data, curriculum and an analysis of student needs.		Participates and/or demonstrates leadership in the development of instructional strategies and interventions to accomplish instructional goals based on multiple assessment data, curriculum and an analysis of student needs.
	·	Profession	nal Frames		
Evidence of Commitment	Evidence of Commi	itment	Evidence of Commitment		Evidence of Commitment
N/A	N/A		N/A		N/A
Evidence of Practice Activities are present in lesson that recognize individual need diverse learners and variations learning styles and performan	of address the ne in learners and re	s and activities that	Evidence of Practice Evaluates and reflects on the effectiveness of instructional strategies		Evidence of Practice Effectiveness based on assessment data is shared with others through formal and informal collegial interaction and support progress
Evidence of Impact Students perceive that their individual learning needs are recognized	Students perceive that their Students perceive that their Students identify the teach individual learning needs are performance improved as a result instructional strategies with		Students identify the teacher's instructional strategies which helped them substantially improve		Evidence of Impact Students identify every instructional strategy of the teacher as being effective and credit the teacher with causing them to perform at a high level
Score = 0 1 2	3	4	5	6	7

Standard 3: Curriculum Implementation

Quality Indicator 3: Instructional goals and differentiated instructional strategies

Emerging		Developir	ng	Proficient		Distinguished
3E3) The emerging teacher		3D3) The developin	g teacher also	3P3) The proficient	teacher also	3S3) The distinguished teacher also
Uses differentiated instru strategies to address stud learning needs in meetin objectives of the curricul	dent g the	Systematically differentiated i strategies and student needs learning.	nstructional content to meet	Adjusts instructional goals and time and modifies instructional strategies, and content to meet students' needs and enhance learning.		Leads colleagues in discussions of instructional goals to identify methods for modifying instructional strategies, content, and adjusting time to meet students' needs and enhance learning.
			Profession	nal Frames		
Evidence of Commitment Informally assesses lesson relative to long and short goals to accomplish curri standards	t-term	relative to long	n plan effectiveness n- and short-term tudents accomplish	effectiveness relative to long- and		Evidence of Commitment Engages in a cycle of lesson plan modification based on student results in meeting curriculum standards
Evidence of Practice Instruction delivered dem differentiation strategies	, ,		Evidence of Practice Collaborates with colleagues in discussions of instructional goal modification and strategies, content, and adjusting time to meet students' needs and enhance learning			
Evidence of Impact N / A		Evidence of Impact N/A Evidence of Impact N/A		Evidence of Impact N / A		
Score = 0 1	2	3	4	5	6	7

Possible Sources of Evidence

Standard 3: Curriculum Implementation

The teacher recognizes the importance of long-range planning and curriculum development. The teacher develops, implements, and evaluates curriculum based upon student, district and state standards data.

	Professional	Commitment	
 Lesson plans/unit plans Adjusted lesson/unit plans Lesson design Classroom activities 	 Planned learning experiences Curriculum maps Goals/Expectations/Essential learning outcomes Profession	 Teacher reflections Professional learning presentations Homework assignments nal Practice	 Presentations to colleagues Peer conversations, discussions, comments, reflections, etc.
 Makes informed curriculum decisions Incorporates state and district curriculum into learning activities Develops curriculum-aligned instructional strategies and interventions Uses differentiated instructional strategies Evaluates the effectiveness of instructional strategies 	 Adjusts goals, instruction and time based on identified learning gaps Modifies instructional strategies and content based on learner needs Implements learning activities focused on the needs of diverse learners Collects data on diverse learning needs to provide direction for future lessons 	 Delivers effective instruction aligned to state and district curriculum standards Utilizes specific learning activities to address curriculum objectives Integrates resources that enhance instruction and support diverse learners 	 Uses data to evaluate the effectiveness of instructional strategies Models and shares with colleagues (formally and informally) Serves on curricular review committees Assists/Coaches colleagues
	Professio	nal Impact	
Student/Parent feedbackStudent/Parent survey perceptual data results	Student journals/reflectionsStudent structured interviews	 Student- lead parent conferences Student tracked record of individual progress 	Observation/examples of student learning needs being met

Standard 4: Critical Thinking

The teacher uses a variety of instructional strategies and resources to encourage students' critical thinking, problem solving, and performance skills.

Quality Indicator 1: Instructional strategies leading to student engagement in problem-solving and critical thinking

Emerging	Developir	ng	Proficient		Distinguished		
4E1) The emerging teacher	4D1) The developin	g teacher also	4P1) The proficient	teacher also	4S1) The distinguished teacher also		
Selects various types of instructional strategies and appropriate resources to achieve instructional goals and teach students critical thinking skills.	Assures studen frequent instru opportunities f critical thinking solving skills.	ctional or students to use	Effectively applies a range of instructional techniques that require students to think critically and problem-solve.		Fluently uses a range of instructional techniques that require critical thinking; serves as a leader by offering constructive assistance and modeling the use of strategies, materials and technology to maximize learning.		
		Profession	nal Frames				
Evidence of Commitment	Evidence of Commi	tment	Evidence of Commi	tment	Evidence of Commitment		
N/A	N/A		N/A		N/A		
Evidence of Practice	Evidence of Practic	e	Evidence of Practice	?	Evidence of Practice		
Demonstrates use of various types of instructional strategies and appropriate resources for critical thinking		nt growth to lent use of critical roblem solving skills	Effective demonstrates a range of instructional techniques that		Serves as a leader in the use of instructional strategies, materials and technology that maximize student learning		
Evidence of Impact Students are engaged in active learning that promotes the development of critical thinking and problem solving skills	Evidence of Impact There is growth in student learning and use of critical thinking and problem-solving skills		udents are engaged in active There is growth in student arning that promotes the learning and use of critical evelopment of critical thinking thinking and problem-solving skills Students ability to think critically and problem-solve is evident in students' communications and		Students ability to think critically and problem-solve is evident in students' communications and		Evidence of Impact Students pose and answer their own questions pursuant to the learning objectives assuming responsibility for their own learning
Score = 0 1 2	3	4	5	6	7		

Standard 4: Critical Thinking

Quality Indicator 2: Appropriate use of instructional resources to enhance student learning

Emerging	Developi	ng	Proficient		Distinguished
4E2) The emerging teacher	4D2) The developin	g teacher also	4P2) The proficient teacher also		4S2) The distinguished teacher also
Uses a variety of instructional resources to enhance the teachir and learning process.	Purposefully selects and uses a variety of developmentally appropriate instructional resources to enhance academic performance and technological literacy.		Assesses the effectiveness of instructional resources and developmentally appropriate instructional activities and adapts for promoting complex thinking and technological skills.		Applies research-based instructional resources including technology to enhance their own teaching, as well as being a potential resource to others.
		Profession	nal Frames		
Evidence of Commitment Lesson design includes the use of instructional resources, including technology	udes the use of Lesson design includes		Evidence of Commitment Lesson design includes resources that promote complex thinking skills and student use of technology		Evidence of Commitment Lesson design includes research- based resources and technology
Evidence of Practice Delivered instruction includes resources and technologies to enhance the teaching and learning process	Lesson activitie developmental g instructional re	Evidence of Practice Lesson activities demonstrate developmentally appropriate instructional resources that enhance academic performance Evidence of Practice Instruction deliv developmentall instructional ac promote complete technological ske		very includes ly appropriate :tivities that lex thinking and	Evidence of Practice Uses research-based instructional resources including technology to enhance their teaching effectiveness as well as the teaching of others
Evidence of Impact Students use new information an technology skills to create accurate products	d Students use no technological s	Evidence of Impact Students use new knowledge and technological skills to predict, connect ideas, and raise/answer questions		new knowledge cal skills to make port arguments, lems	Evidence of Impact Students effectively use technologies and are engaged in analysis, synthesis, interpretation, and creation of original products
Score = 0 1 2	3	4	5	6	7

Standard 4: Critical Thinking

Quality Indicator 3: Cooperative, small group and independent learning

Emerging		Developin	g	Proficient		Distinguished	
4E3) The emerging teacher		4D3) The developin	g teacher also	4P3) The proficient teacher also		4S3) The distinguished teacher also	
Employs individual and cooperative learning act promote critical thinking		small group an	n as independent, d whole class to dual and collective	Effectively combines flexible and varied independent, cooperative and whole-class learning situations and applies grouping strategies to maximize student understanding and learning.		Models and/or shares with others the effective use of flexible and varied independent, collaborative and whole-class learning situations.	
			Profession	nal Frames			
Evidence of Commitment		Evidence of Commi	tment	Evidence of Commi	tment	Evidence of Commitment	
N/A		N/A		N/A		N/A	
Evidence of Practice		Evidence of Practic	e	Evidence of Practice	2	Evidence of Practice	
Effectively manages stud learning activities in both individual and collaborat situations	h	Classroom stru independent, c whole class as content	ooperative <i>and</i>	Demonstrates the combining of varied independent, collaborative and whole-class learning situations and grouping strategies		Is able to presents on or act as a resource on the use of independent, collaborative and whole class learning situations	
Evidence of Impact		Evidence of Impact		Evidence of Impact		Evidence of Impact	
Students participate in in and collaborative learnin activities			demonstrate improved collaborative skills in various		natically engage in endent learning results in increased	Students are self-directed learners who maximize understanding and learning by fluently using a variety of strategies to learn	
Score = 0 1	2	3	4	5	6	7	

Possible Sources of Evidence

Standard 4: Critical Thinking

The teacher uses a variety of instructional strategies to encourage students' critical thinking, problem solving, and performance skills including technological resources.

	Professiona	Commitment	
Lesson plans/unit plansLesson design	 Planned resource list including technology resources Instructional strategies list 	Planned Cooperative learning strategies (list)Plans for projects and activities	 Student learning expectations Flexible grouping plans Professional reading/research documentation
	Professio	nal Practice	
 Selects and utilizes developmentally appropriate instructional resources including technology Adapts instructional resources to promote complex thinking and technology skills attainment Selects instructional strategies that promote critical thinking skills and are aligned to instructional goals. 	 Implements learning activities focused on higher order thinking and problem-solving skills Utilizes cooperative learning strategies that promote collaborative learning Utilizes class debates and other methods requiring students to defend their thinking and solutions Uses independent, collaborative and whole-class learning situations 	 Uses effective questioning techniques to expand student critical thinking skills, to consider multiple solutions, and defend their own thinking. Designs open-ended projects/activities promoting complex thinking and technology skills including multiple solutions and innovations 	 Provides frequent opportunities for students to use critical thinking and problem solving Uses advanced instructional techniques to create a high level of student achievement Overall effectiveness is enhanced through the use of instructional resources and technology Serves as a resource providing collegial support and modeling
	Profess	ional Impact	
 Student work/projects Observation of student participation in collaborative learning activities Observation/examples of student directed inquiry and problem Performance assessments data 	 Technology literacy inventories Student assessment data Student questions/discussions (higher level questions) Student presentations/research/reports Student application/use of technology tools - demonstrations, projects, products, etc. 	 Student feedback/comments Student reflection/journals Student structured interviews Anecdotal data and formative evaluations Students products/projects showing application of learning documenting the ability to in analyze, synthesize, interpret and create original products 	 Non-instructional records of individual student progress (participation, engagement, motivation, behavior, etc.) Demonstration/examples that students are able to explain their reasoning Observations or examples of students ability to pose and answer own questions pursuant to learning objectives

Standard 5: Positive Classroom Environment

The teacher uses an understanding of individual/group motivation and behavior to create a learning environment that encourages active engagement in learning, positive social interaction, and self-motivation.

Quality Indicator 1: Classroom Management Techniques

Emerging		Developin	g	Proficient		Distinguished
5E1) The emerging teacher		5D1) The developin	g teacher also	5P1) The proficient	teacher also	5S1) The distinguished teacher also
Demonstrates basic classr management techniques a addresses misbehavior to the disruption of instruction	and avoid	Uses effective classroom management techniques including addressing misbehavior promptly and effectively with the least disruption of instruction. Adapts and develops class management techniques t address all student misbeh ensuring little or no disrup instruction.			echniques that lent misbehavior	Shares with others effective classroom management techniques that reduce the likelihood of misbehavior ensuring little or no disruptions to instruction.
			Profession	nal Frames		
1 "	Classroom artifacts (posted rules and protocols) support effective addressing misbehavior		e strategies for	Posted management techniques address a wide variety of possible misbehaviors		Evidence of Commitment Artifacts for classroom management are shared with colleagues
Evidence of Practice Engages in techniques to i behavior in the classroom	Engages in techniques to manage Techniques address misbehavior		Evidence of Practice Demonstrates adaptations to techniques to address unique student misbehaviors		Evidence of Practice Serves as a resource to other colleagues on effective classroom management	
Evidence of Impact Student misbehavior is ad	dressed	Evidence of Impact Student misbehavior is addressed promptly and positively allowing instruction to continue		· · · · · · · · · · · · · · · · · · ·		Evidence of Impact Colleagues improve their use of classroom management techniques
Score = 0 1	2	3	4	5	6	7

Standard 5: Positive Classroom Environment

Quality Indicator 2: Management of time, space, transitions, and activities

Emerging		Developin	g	Proficient		Distinguished
5E2) The emerging teacher		5D2) The developin	g teacher also	5P2) The proficient	teacher also	5S2) The distinguished teacher also
Manages time, space, transit and activities in their classro		=		Organizes, allocates, and manages time, space, transitions and activities to promote continuous student engagement and high levels of productivity.		Shares with others effective strategies for managing time, space, transitions and activities to promote continuous student engagement and high levels of productivity.
			Profession	nal Frames		
Evidence of Commitment Designs routines that suppor effective management of tim space, transitions and activit	ne,	effective mana	Evidence of Commitment Routines and structures are agement of time, ions and activities Evidence of Commitment Routines and structures are modified as necessary to enhance effective management		ructures are cessary to enhance	Evidence of Commitment Routines and structures are modified based on student input
Evidence of Practice Demonstrates a basic understanding of the value of managing time, space, trans and activities to increase stu engagement and self-direction	sitions, Ident		ent engagement by aging time, space,	Evidence of Practice Engagement data indicates a strong impact from the management of time, space, transitions and activities		Evidence of Practice Is able to serve as a resource to others on strategies for managing time, space, transitions, and activities
Evidence of Impact		Evidence of Impact		Evidence of Impact		Evidence of Impact
Students are generally engag and somewhat responsive to teacher's classroom manage strategies	mewhat responsive to the to the teacher's effective importance of self direction and control		to the teacher's effective management of time, space,		5 5	Colleagues improve their own management of time, space, transitions, and activities
Score = 0 1	2	3	4	5	6	7

Standard 5: Positive Classroom Environment

Quality Indicator 3: Classroom, school and community culture

Emerging	Developing	3	Proficient		Distinguished
5E3) The emerging teacher	5D3) The developing	teacher also	5P3) The proficient teacher also		5S3) The distinguished teacher also
Builds awareness of the culture o the school and community in order to influence student relationships and build an effective classroom learning environment.	classroom and s	Develops a positive culture in the classroom and school to positively affect student relationships and learning.		enhances a positive lassroom and g a classroom hich promotes t relationships and	Actively engages students in discussing and evaluating the culture of the classroom, school and community to positively impact relationships and learning.
		Profession	nal Frames		
Evidence of Commitment	Evidence of Commit	ment	Evidence of Commi	tment	Evidence of Commitment
N/A	N/A		N/A		N/A
Evidence of Practice Engages in practices to learn the culture of the school and community	relationships and strategies that p	Evidence of Practice Positively affects student relationships and learning by using strategies that promote a positive classroom culture		efforts to build a om and school ults in an anducive to learning	Evidence of Practice Engages students in participating in forming the classroom environment based on the culture of the school and community
Evidence of Impact	Evidence of Impact		Evidence of Impact		Evidence of Impact
The classroom learning environment is structured to build positive student relationships and culture	ronment is structured to build environment encourages positive learning environment is student relationships and student relationships and mutual characterized by positive studen		The culture of the classroom learning environment is characterized by positive student relationships and mutual respect		Students discuss and evaluate the culture of the classroom, school and community and their impact on relationships and learning
Score = 0 1 2	3	4	5	6	7

Possible Sources of Evidence

Standard 5: Positive Classroom Environment

The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages active engagement in learning, positive social interaction, and self-motivation.

		Professional	Commitment							
	Posted classroom procedures/routines									
	Classroom norms									
			munity outreach							
		•	nal Practice							
•	Designs classroom routines and procedures Communicates classroom routines, procedures, and expectations for behavior to parents/guardians Uses motivation and engagement strategies in the classroom Organizes classroom and routines with regard to management of time, space, transitions and	 Maintains student engagement by managing time, space, transitions and activities Self-reflects on the effectiveness of motivation and engagement strategies Uses effective classroom management techniques preserving instructional time Engages in practices to learn the culture of the school and 	 Work with students and parents to build a positive, supportive classroom culture Engages in ongoing assessment of how the classroom environment is impacted by the culture of the school and community Adapts strategies to address unique student behaviors Attends community and school events 	 Gathers and implements new research-based strategies for positively managing student behavior Engages students in strategies to think about and provide input into building positive relationships and culture Models, coaches, or shares with colleagues strategies to address student behavior 						
	activities	community								
		Profession	nal Impact							
•	Observation/examples of Student feedback/comments Students respond to teacher	Parent/community outreach and engagement summaryCompleted homework/projects	Students maintain high levels of engagementStudents understand expectations	Students participate in forming the classroom environmentStaff survey						
•	prompts (observable) Student to student and student to	trend dataStudent reflections/journal data	and automatically follow the procedures, routines, and norms	Attendance dataIEP reports						
•	teacher interactions are positive (observable verbal and non-verbal cues) Classroom discipline/incident report analysis trend data	 Students/parents survey summary data Students quickly respond to the teacher's cues and prompts 	 Non-instructional records of individual student progress (participation, engagement, motivation, behavior, etc.) 	- ILI TEPOTAS						

Standard 6: Effective Communication

The teacher models effective verbal, nonverbal, and media communication techniques with students, colleagues and families to foster active inquiry, collaboration, and supportive interaction in the classroom.

Quality Indicator 1: Verbal and nonverbal communication

Emerging	Developing	g	Proficient		Distinguished	
6E1) The emerging teacher	6D1) The developing	teacher also	6P1) The proficient	teacher also	6S1) The distinguished teacher also	
Uses correct, effective verbal and non-verbal communication skills.	Consistently uses and fosters correct, effective verbal and nonverbal communication, including strategies to communicate with students whose first language is not Standard English or whose disability requires specific forms of communication.		Evaluates the impact of and strategies for the correct and effective use of verbal and nonverbal communication.		Shares with others strategies for ensuring correct, effective verbal and nonverbal communication in their school and throughout the community.	
		Profession	nal Frames			
Evidence of Commitment	Evidence of Commitment		Evidence of Commitment		Evidence of Commitment	
Non-verbal communication	Written and electronic		Written and electronic		Written and electronic school and	
(written, electronic, etc.) is	communication is effective and		communication is effective and		district-wide communication is	
basically effective and correct	correct		correct for all students		effective	
Evidence of Practice Demonstrates a basic level of effective verbal and non-verbal communication	Evidence of Practice Communication is grammatically correct and effective in a variety of different ways: spoken, written, presentations, etc.		Evidence of Practice Facilitates and models the use of effective communication strategies both verbal and nonverbal with all students, colleagues, family, etc.		Evidence of Practice Contributes to the overall effective and correct communication coming from the school to the larger community	
Evidence of Impact	Evidence of Impact		Evidence of Impact		Evidence of Impact	
N/A	N/A		N/A		N/A	
Score = 0 1 2	3	4	5	6	7	

Standard 6: Effective Communication

Quality Indicator 2: Sensitivity to culture, gender, intellectual and physical differences

Emerging		Developing		Proficient		Distinguished	
6E2) The emerging teacher		6D2) The developing	g teacher also	6P2) The proficient teacher also		6S2) The distinguished teacher also	
Is aware of personal bias in to differences in culture, ge intellectual, and physical ab classroom and its impact or student learning.	ender, pility in	physical ability	fferences in , intellectual, and in classroom and in responses	Helps students to develop a respect for all through sensitivity to cultural, gender, intellectual and physical ability differences in classroom communication.		Promotes a respect for all and sensitivity to cultural, gender, intellectual and physical ability differences throughout the school and community.	
			Profession	nal Frames			
Evidence of Commitment		Evidence of Commitment		Evidence of Commitment		Evidence of Commitment	
N/A		N/A		N/A		N/A	
Evidence of Practice Exhibits understanding of and empathy toward student needs and differences and works to display sensitivity when responding to student needs			and promotes ensitivity to ulture, gender, d physical ability in munication and in udents'	Evidence of Practice Engages students in activities that develop respect for all and sensitivity to cultural, gender, intellectual and physical ability differences in classroom communication and beyond		Evidence of Practice Acts as a model in promoting a respect for all and sensitivity to cultural, gender, intellectual and physical ability differences throughout the school and community	
Evidence of Impact Student perceive that the teacher is sensitive to their needs		Evidence of Impact Student comm teacher is chard sensitivity	unication with their	Evidence of Impact Students develop respect and sensitivity for all to cultural, gender, intellectual and physical ability differences		Evidence of Impact Students self-monitor their own and other's level of respect and sensitivity	
Score = 0 1	2	3	4	5	6	7	

Standard 6: Effective Communication

Quality Indicator 3: Learner expression in speaking, writing and other media

Emerging		Developing		Proficient	t	Distinguished	
6E3) The emerging teacher		6D3) The developing teacher also		6P3) The proficient teacher also		6S3) The distinguished teacher also	
Supports and expands learn expression in speaking, writ listening, and other media ensuring it adheres to distripolicy.	ting,	their own safe,		Promotes respect, safe and free expression in the school and the larger school community ensuring it adheres to district policy.		Shares with others strategies for promoting respect, safe and free expression in the school and the larger school community ensuring it adheres to district policy.	
			Profession	nal Frames			
Evidence of Commitment		Evidence of Commi	tment	Evidence of Commitment		Evidence of Commitment	
N/A		N/A		N/A		N/A	
Evidence of Practice Classroom activities include learner expression in speaking, writing, listening and the use of other media		Evidence of Practice Classroom activities include multiple opportunities for learner expression in speaking, writing, listening and other media		Evidence of Practice Leads students in communication beyond their own particular classroom (other classrooms, school, larger community, other professionals, etc.)		Evidence of Practice Serves as a resource to others for the use of strategies for promoting respectful, safe and free expression	
Evidence of Impact Students expand their expression in speaking, writing, listening, and other media adhering to district policy		safe, free and r expression in sp	ndvantage of o direct their own espectful peaking, writing, other media and	Evidence of Impact Students promote respect, safe and free expression in the school and the larger school community adhering to district policy		Evidence of Impact Communication in the larger school community is respectful, safe and free and adheres to district policy	
Score = 0 1	2	3	4	5	6	7	

Standard 6: Effective Communication

Quality Indicator 4: Technology and media communication tools

Emerging	Develo	ping	Proficient		Distinguished
6E4) The emerging teacher	6D4) The developin	ng teacher also	6P4) The proficient teacher also		6S4) The distinguished teacher also
Demonstrates knowledge and understanding of technology a media communication tools for purposeful instruction.	nd encourages ted r communication	Implements instruction that encourages technology and media communication tools use for learning and models those techniques.		students' effective ogy and media n tools.	Either mentors, or assists students in mentoring, members of the school and community in the use of technology and media communication tools.
		Profession	nal Frames		
Evidence of Commitment	Evidence of Commi	itment	Evidence of Commi	tment	Evidence of Commitment
N/A	N/A	-			N/A
Evidence of Practice Regularly uses technology and media communication tools to enhance the learning process	Delivers instruc the use of tech	Evidence of Practice Delivers instruction and models the use of technology and media communication tools to enhance learning		e that engage ectively using I media n tools	Evidence of Practice Is able to act as resource or assist colleagues and students in their use of technology and media communication tools
Evidence of Impact Students use technology effectively during some instructional activities	Evidence of Impact Students effect technology and communication directed by the	tively use d media n tools to learn, as	Evidence of Impact Students demonstrate understanding of how technology and media communication tools can enhance their learning and use these tools to effectively complete learning activities		Evidence of Impact Students effectively assist each other in their use of technology and media communication tools
Score = 0 1 2	3	4	5	6	7

Possible Sources of Evidence

Standard 6: Effective Communication

The teacher models effective verbal, nonverbal, and media communication techniques with students, colleagues and parents to foster active inquiry, collaboration, and supportive interaction in the classroom.

	Professional	Commitment	
 Posted communications - bulletin boards, norms, routines, procedures, etc. Parent/community outreach materials Lesson plans/activities 	 Email, newsletters, memos, websites, announcements, reports, etc. Student assignments/Instructions 	 Strategies for ELL Students Samples of effective communication 	 Grade level/content area team meeting notes and agendas Professional development presentations and materials
	Professior	nal Practice	
 Uses correct grammar in classroom communication and materials Promotes sensitivity to cultural, gender, intellectual, physical and emotional differences in communication Uses technology and media communication tools to engage students Facilitates positive and correct student communication 	 Uses a variety of different strategies to enhance student literacy skills Provides many opportunities for students to practice effective communication Extends communication opportunities for students outside of the classroom Provides focused, objective, relevant, specific and purposeful feedback to students 	 Uses strategies to assess the impact of their communication Communicates effectively with students, families, colleagues and others Enhances student literacy skills with impact beyond the classroom Facilitates student use of technology and media communication tools 	 Assists other colleagues with effective, correct communication Models and shares technology and media communication tools to enhance student learning Serves as a resource for building student literacy skills
	Profession	nal Impact	
 Student activities Performance assessments Student feedback/comments Student reflection/journals Formative assessment data 	 Student work samples, portfolios, writing, etc. show correct communication Student expression (observation) Student self-assessment (observation or student work) 	 Student data Student discussions Students selection and use of technology and media (observation, demonstration, or work sample) 	 Non-instructional records of individual student progress Peer assistance data Antidotal data of student expression Staff survey

Standard 7: Student Assessment and Data Analysis

The teacher understands and uses formative and summative assessment strategies to assess the learner's progress and uses both classroom and standardized assessment data to plan ongoing instruction. The teacher monitors the performance of each student and devises instruction to enable students to grow and develop, making adequate academic progress.

Quality Indicator 1: Effective use of assessments

Emerging	Developing	Developing			Distinguished	
7E1) The emerging teacher	7D1) The developing	g teacher also	7P1) The proficient teacher also		7S1) The distinguished teacher also	
Demonstrates the use of formal and informal assessments to determine progress towards specific learning goals.	and informal stu		85, p88		Shares knowledge and expertise with others on the effective use of assessments to generate data demonstrating progress toward individual and whole class learning.	
		Profession	nal Frames			
Evidence of Commitment Lesson design includes formal and informal assessments	Evidence of Commitment Lesson design includes multiple assessment modes and approaches		Evidence of Commitment Lesson design includes assessing learner progress		Evidence of Commitment Lesson design includes opportunities to monitor student growth and development	
Evidence of Practice Creates and demonstrates the use of formal and informal student assessments which address specific learning goals and modifications	variety of forma	ffective use of a all and informal provide data about and progress	Evidence of Practice Accurately and consistently uses assessment data to describe the status and progress of each individual student and the class as a whole		Evidence of Practice Shares examples and information with others on how to effectively use assessments and base instructional decisions on student data	
Evidence of Impact	Evidence of Impact	Evidence of Impact			Evidence of Impact	
N/A	N/A		N/A		N/A	
Score = 0 1 2	3	4	5	6	7	

Standard 7: Student Assessment and Data Analysis

Quality Indicator 2: Assessment data to improve learning

Emerging	Develop	ing	Proficient		Distinguished	
7E2) The emerging teacher	7D2) The developin	g teacher also	7P2) The proficient teacher also		7S2) The distinguished teacher also	
Demonstrates basic strategies for accessing, analyzing and appropriately using information and assessment results to improve learning activities.	growth in learn comparison of	student work (i.e. results or similar o inform	Uses tools such as rubrics, scoring guides, performance analyses, etc., that clearly identify the knowledge and skills intended for students to acquire in well-defined learning goals.		Is able to model and/or share information and expertise with others on the use of a wide variety of assessments and evidence that they improved the effectiveness of instruction.	
		Professio	nal Frames			
Evidence of Commitment	Evidence of Commitment		Evidence of Commitment		Evidence of Commitment	
N/A	N/A		N/A		N/A	
Evidence of Practice Collects data information and	Evidence of Practice Uses pre and post results or other		Evidence of Practice Regularly uses rubrics, scoring		Evidence of Practice Serves as an informal resource to	
assessment results for	comparison data to confirm		guides and other forms of		others on the effective use of a	
instructional planning and	growth in learning and impact		performance analysis to clearly		wide variety of assessments to	
decision-making	future instructional decisions		articulate expectations to students		improve instruction	
Evidence of Impact	Evidence of Impact		Evidence of Impact		Evidence of Impact	
Students engage in learning goals that advance mastery of content	Individual students and the whole class advance in their learning		Students understand the learning objectives and set personal goals for learning		Colleagues improve their use of assessment data to positively impact learning	
Score = 0 1 2	3	4	5	6	7	

Standard 7: Student Assessment and Data Analysis

Quality Indicator 3: Student-led assessment strategies

Emerging	Developing	Proficient		Distinguished	
7E3) The emerging teacher	The emerging teacher 7D3) The developing teacher also		acher also	7S3) The distinguished teacher also	
Uses assessment strategies and timely descriptive feedback to involve learners in some personalgoal setting and self-assessment activities	Purposefully teaches students to use assessment data to think about their own learning, including setting personal learning goals.	Adjusts and adapt teaching students assessment data i their own learning setting personal g unique student strand learning styles	how to use n thinking about g, including oals, based on rengths, needs	Model for others how to provide timely descriptive feedback and the engaging of students in establishing personal learning goals, self-assessment, and using evidence to report on their own progress to the teacher, parents, and others.	
	Professio	nal Frames			
Evidence of Commitment	Evidence of Commitment	Evidence of Commitment N / A		Evidence of Commitment N/A	
N/A	N/A				
Evidence of Practice Orientates students on the various formats of assessments and creates connections on how each assessment format demands particular types of knowledge/skills	Evidence of Practice Instructs students on how to reflect on their own learning as a result of data from various assessment strategies and set personal learning goals	Evidence of Practice Demonstrates adjustments and adaptations for facilitating students' use of assessment data to impact their own learning		Evidence of Practice Can present or act as a resource on how students can engage in self-assessment strategies including the use of evidence to report on their own progress to the teacher, parents, and others	
Evidence of Impact Students are prepared for the demands of particular assessment formats	Evidence of Impact Students think about their own learning, including setting personal goals	Evidence of Impact Students report on their own progress to the teacher, parents, and others		Evidence of Impact Colleagues improve their capability in facilitating student- led assessment strategies	
Score = 0 1 2	3 4	5	6	7	

Standard 7: Student Assessment and Data Analysis

Quality Indicator 4: Effect of instruction on individual/class learning

Emerging		Develo	oing	Proficien	t	Distinguished	
7E4) The emerging teacher.		7D4) The developin	g teacher also	7P4) The proficient	teacher also	7S4) The distinguished teacher also	
Observes the effect of a instruction on individual whole class learning.			nt information and rent instruction to cruction.			Is capable of modeling for others the use of ongoing, consistent assessment throughout the instructional process to gather data about the effect of instruction to enhance individual and class achievement.	
			Professio	nal Frames			
Evidence of Commitment		Evidence of Commitment		Evidence of Commitment		Evidence of Commitment	
Class instruction is designed to impact learning		Planning for class instruction is based on data from previous learning		Instruction design is modified based on data from previous learning		Lesson design includes ongoing, consistent assessments	
Evidence of Practice		Evidence of Practice		Evidence of Practice		Evidence of Practice	
Collects information through observation of classroom interactions, higher order questioning, and analysis of student work		Uses data and information to reflect on and plan for future lessons, adjusting and modifying as necessary		Modifies instruction based on observation data and monitors to confirm impact		Acts as a resource and/or models for others the use of seamless assessment to improve the overall learning process	
Evidence of Impact		Evidence of Impact		Evidence of Impact		Evidence of Impact	
N/A		N/A		N/A		N/A	
Score = 0 1	2	3	4	5	6	7	

Teacher Growth Guide 7.5

Standard 7: Student Assessment and Data Analysis

Quality Indicator 5: Communication of student progress and maintaining records

Emerging	Develop	oing	Proficien	it	Distinguished
7E5) The emerging teacher	7D5) The developin	g teacher also	7P5) The proficient teacher also		7S5) The distinguished teacher also
Communicates general information about student progress knowledgeably, responsibly, and ethically based on appropriate indicators, to students, families, and/or colleagues.			Uses holistic ev multiple data p student achieve throughout ins	oints to detail ement continuously	Is able to mentor colleagues in the use of student performance evidence and managing records to effectively communicate student progress.
		Professio	nal Frames		
Evidence of Commitment	Evidence of Commi	tment	Evidence of Commitment		Evidence of Commitment
Records are in order and up-to-	· ·	nte information is	Plans for accur	•	Models strategies to keep
date	maintained on			d on multiple data	accurate records and information
	status and prog	gress	points		
Evidence of Practice	Evidence of Practic	e	Evidence of Practice	2	Evidence of Practice
Maintains confidential records of student work and performance to use when communicating student status and progress	Communicates accurate status, progress and supporting evidence effectively on student mastery of content and skills		Collects and uses feedback from multiple sources to determine a student's status and progress and uses this to assist students in monitoring their own growth		Can present or act as a resource on maintaining records and the accurate use of data when communicating student progress
Suiden as of Immunet	Evidones of Inc.		Fuidance of Income	-	Evidence of learnest
Evidence of Impact N/A	Evidence of Impact		Evidence of Impact N/A		Evidence of Impact N / A
N/A	N/A		N/A		N/A
Score = 0 1 2	3	4	5	6	7

Teacher Growth Guide 7.6

Standard 7: Student Assessment and Data Analysis

Quality Indicator 6: Collaborative data analysis

Emerging	Developir	ng	Proficien	t	Distinguished
7E6) The emerging teacher	7D6) The developing t	teacher also	7P6) The proficient teacher also		7S6) The distinguished teacher also
Engages in a collaborative process of data analysis with colleagues at the grade, department and school level.	Works in teams to analyze data to m accomplishment goals to inform goals to inform goals to inform goals decisions.	neasure of curricular rade-department		ate in professional unities to share and measure nt of curricular	Acts in a leadership position when working in teams to share and analyze data to measure accomplishment of curricular goals and to use this information to inform his/her instruction.
		Profession	nal Frames		
Evidence of Commitment	Evidence of Commitm	nent	Evidence of Commit	tment	Evidence of Commitment
Maintains data analysis information	Bases lesson desi analysis	gn on data	Can model how lesson design in positively impacted by data analysis		Plans for participating in a professional learning community activities
Evidence of Practice Attends meetings with other colleagues, participates in data team training or works with a mentor on data analysis	Evidence of Practice Participates in meetings with other colleagues regarding data analysis and uses information or collective decisions to inform practice		Evidence of Practice Participates and helps lead meetings with other colleagues regarding data analysis and assists with follow-up with colleagues on impact of using data on practice		Evidence of Practice Acts as a leader in the development and operation of a professional learning community in the school and in assisting others in their understanding of data analysis
Evidence of Impact	Evidence of Impact		Evidence of Impact		Evidence of Impact
N/A	N/A		N/A		N/A
Score = 0 1 2	3	4	5	6	7

Standard 7: Student Assessment and Data Analysis

The teacher understands and uses formative and summative assessment strategies to assess the learner's progress, uses assessment data to plan ongoing instruction, monitors the performance of each student and devises instruction to enable students to grow and develop.

	Professional	Commitment	
 Unit instructional plan including assessment Tiered/differentiated lesson designs Tiered/differentiated assessments Lessons/units amended based on data analysis (examples of both) 	 Example of analysis of student learning needs Formal/information assessments Instructional/assessment record management system Scoring guides/rubrics Student progress reports 	 Examples of communication/feedback to students about their work/progress Communication logs to parents/guardians Sample parent response sheets Parent/guardian communication examples 	 Presentation materials Professional development attendance record/sign-in sheet Mentor log Grade level/content area meeting notes and agenda Building/district professional learning community log/agenda
	Profession	nal Practice	
 Uses a variety of formal/informal methods of assessment Utilizes individual student assessment data to plan differentiated learning activities Maintains a comprehensive instructional/assessment system charting individual student growth and performance 	 Designs, develops, and/or utilizes pre and post tests to identify prior knowledge and chart progress Reviews student trend data Communicates clearly to students the learning goals (rubrics/scoring guides) 	 Utilizes observation data to modify instruction and monitor impact Communicates student progress to parents/guardians using performance and behavior data Assists students in charting their own progress and goal setting 	 Adjusts instruction to maximize student learning Shares knowledge and expertise with colleagues Models effective assessment practices to enhance individual and class achievement Participates in data team training or works with mentor on data analysis
	Professio	nal Impact	
 Samples of student directed goal statements Samples of pre- and post assessments Assessment data guides decisions about specific learning goals Data information and assessment results 	 Samples of progress reports using concrete student data Evidence of changed practice Instructional records of individual student progress Samples of students charting their own progress 	 Student work samples: projects, products, presentations, etc. Running Records or Running Charts Feedback from colleagues Feedback from parents/guardians Professional growth plan 	 Evidence of individual student growth/performance Parent-teacher conference participation Behavioral referral data RTI, IEP, or 504 plan conference participation

Teacher Growth Guide 8.1

Standard 8: Professionalism

The teacher is a reflective practitioner who continually assesses the effects of choices and actions on others. The teacher actively seeks out opportunities to grow professionally in order to improve learning for all students.

Quality Indicator 1: Self-assessment and improvement

Emerging	Develop	ing	Proficien	t	Distinguished
8E1) The emerging teacher	8D1) The developing	g teacher also	8P1) The proficient teacher also		8S1) The distinguished teacher also
Generally uses self-assessment and problem-solving strategies to reflect on practice in order to influence students' growth and learning.	Consistently engages in reflective practice and consistently applies this to his/her instructional process and to modify future instruction. Continuously engages of self-assessment and solving strategies which implications for studer and learning, within the and the larger school environment.		ent and problem- es which have r student growth vithin the classroom	Models and/or serves as a mentor, in how to engage in reflective practice and in the use of, policies about, and training for using assessment data and other sources of information about student performance.	
		Professio	nal Frames		,
Evidence of Commitment Professional development plan documents self-assessment and reflection strategies	Professional development plan documents self-assessment and documents ongoing self-		Evidence of Commitment Documents reflections on his/her instructional process and results that impact future planning		Evidence of Commitment Can provide direction and mentoring on maintaining effective professional development plans
Evidence of Practice Engages in self-assessment and problem solving on improving their overall impact on student learning Evidence of Practice Observations and conferences indicate attention to reflective practice and professional improvement		Evidence of Practice Uses reflections to direct future instruction and monitors the progress and evaluates results		Evidence of Practice Evidence of leadership in data teams, grade-level or vertical teaming and in working with colleagues to become a reflective practitioner	
Evidence of Impact	Evidence of Impact		Evidence of Impact		Evidence of Impact
N/A	N/A		N/A		N/A
Score = 0 1 2	3	4	5	6	7

Teacher Growth Guide 8.2

Standard 8: Professionalism

Quality Indicator 2: Professional learning

Emerging	Developing		Proficient		Distinguished
8E2) The emerging teacher	8D2) The developing teacher	er also	8P2) The proficient teacher also		8S2) The distinguished teacher also
Is aware of and utilizes resources available for professional learning.	Applies knowledge gain variety of sources to the students in the classroom	e benefit of	Shares new knowledge and expertise with colleagues to benefit the learning of students in multiple classrooms.		Evaluates, procures and creates resources for professional development and actively participates in professional development in the larger professional community.
		Profession	nal Frames		
Evidence of Commitment	Evidence of Commitment		Evidence of Commitment		Evidence of Commitment
A Professional Growth Plan has been developed that documents focus and priority areas	Professional Growth Plants applied known strategies for the control of the contro	wledge and	Professional Growth Plan		Can demonstrate how Professional Growth Plans are documentation of improvement, growth and applied learning
Evidence of Practice Uses mentor as a source of information and becomes aware of available professional learning resources	Evidence of Practice Practices in the classroom are impacted by new learning outside the classroom		Evidence of Practice Uses new learning to impact instruction and assessment with students and shares outcome with colleagues		Evidence of Practice Works on a review team or participates in the professional development committee to impact overall learning in the building
Evidence of Impact N / A	Evidence of Impact N / A		Evidence of Impact N / A		Evidence of Impact N / A
Score = 0 1 2	3	4	5	6	7

Teacher Growth Guide 8.3

Standard 8: Professionalism

Quality Indicator 3: Professional rights, responsibilities and ethical practices

Emerging		Developi	ng	Proficient		Distinguished
8E3) The emerging teacher		8D3) The developin	g teacher also	8P3) The proficient	teacher also	8S3) The distinguished teacher also
Demonstrates profession ethical behavior by adher the code of conduct and classroom practices to dis policies and school proce	ring to aligning strict	and ensures th	n in all situations at classroom to district policies	modeling profe	school and district	Influences the framing, revision and advocating of policies and procedures that promotes ethical and professional behavior of all educators.
			Profession	nal Frames		
Evidence of Commitment		Evidence of Commi	tment	Evidence of Commi	tment	Evidence of Commitment
Maintains information or	n school	Classroom stru	ctures and routines	Maintains appr	opriate mentor	Prepares and documents
procedures and policies		comply with sci policies and pro	hool and district ocedures	and/or peer do (where applical		committee work
Evidence of Practice Adheres to all current school procedures and district policies as stated in the school's code of conduct Evidence of Practice Manages behavior, maintains records, etc in accordance with district policies and school procedures		Evidence of Practice Is appropriately knowledgeable on policies and procedures to serve as a resource, peer observer and/or mentor to ensure alignment and compliance of colleagues practice to policies and procedures		Evidence of Practice Participates in committees, represents the school at district level and/or organization meetings that review and revise policies and procedures		
Evidence of Impact		Evidence of Impact		Evidence of Impact		Evidence of Impact
N/A		N/A		N/A		N/A
Score = 0 1	2	3	4	5	6	7

Standard 8: Professionalism

The teacher is a reflective practitioner who continually assesses the effects of choices and actions on others. The teacher actively seeks out opportunities to grow professionally in order to improve learning for all students.

	Professional	Commitment	
 Lesson planning Evaluation data Professional development request list Mentor log/agenda/notes List of resources Posted procedures/policies Professional growth plan 	 New student activities Behavior management plans and lesson plans Attendance data, classroom rules, etc. Coaching/Modeling log Presentation artifacts – agenda, hand outs, video 	 Building/District committee Participation - preparation and documentation (professional development, PLC, etc.) Professional Membership and /or committee leadership (documentation) Professional development attendance log/artifacts 	 Regional or State Committee participation (documentation) Meeting log, agenda, and notes supporting participation on data team, grade-level, vertical team or other Reflective journal
	Profession	nal Practice	
 Demonstrates the capacity to reflect on and improve their own practice Uses new learning to positively benefit student learning Shares new knowledge and expertise with colleagues Actively pursues professional development and learning opportunities 	 Creates, evaluates, and procures resources for professional development Builds expertise and experience to assume different instructional or leadership roles Collaborates with colleagues on a wide range of tasks and committees 	 Participates in school-wide decision making Serves as an active member on the school improvement planning committee Participates or chairs the Professional Development Committee 	 Serves as a mentor, model or coach for colleagues Maintains all required documentation Follows school and district policies and procedures

Teacher Growth Guide 9.1

Standard 9: Professional Collaboration

The teacher has effective working relationships with students, families, school colleagues, and community members.

Quality Indicator 1: Induction and collegial activities

Emerging	Develo	ping	Proficien	it	Distinguished
9E1) The emerging teacher	9D1) The developing	ng teacher also	9P1) The proficient	teacher also	9S1) The distinguished teacher also
Engages in supporting the schovision, mission, values and goat participates in curriculum and staff development, and works with their trained mentor to strengthen relationships in the school and community.	ls, mission, vision including mon evaluating pro goals, and oth	, values and goals, itoring and gress toward these er school	building efforts district and con contributes and	nmunity and d shares knowledge n order to assist in mprovement of	Informally (or formally as a mentor) is available as a resource to colleagues in the school and/or district in achieving a shared mission, vision, values and goals and relationship building efforts through collegial activities and the induction process.
		Profession	nal Frames		
Evidence of Commitment Documents support and growt mentor logs and aligned to the state's mentor standards		ntor logs document rowth and aligned to	or logs document Professional Growth Plan is documentation of the mentor		Evidence of Commitment Mentor logs document work with new teachers
Meets regularly with a mentor and fully participates in the district/school induction process collea relation		cvidence of Practice Contributes to supporting progress on the mission, vision and goals and uses their mentor and other colleagues to strengthen relationships with students, families and other staff		e positive ith all colleagues, milies and actively the improvement of	Evidence of Practice Is trained on the state's mentor standards and is able to mentor new staff and serves as a resource to colleagues on issues related to mission, vision and goals and assist with assessing the progress or revising the mission, vision and goals
Evidence of Impact N / A	Evidence of Impact	Evidence of Impact			Evidence of Impact N / A
Score = 0 1 2	3	4	5	6	7

Teacher Growth Guide 9.2

Standard 9: Professional Collaboration

Quality Indicator 2: Collaborating to meet student needs

Emerging	Develo	oing	Proficier	nt	Distinguished
9E2) The emerging teacher	9D2) The developing	9D2) The developing teacher also		teacher also	9S2) The distinguished teacher also
Identifies ways to work with others across the system to provide needed services to support individual learners.	and in the large community to c	at the school level	develop strateg systems to add and assists in m	administrators to gic, school-based ress student needs	Is capable of taking a leadership role or serving as an informal resource in working with the larger professional community in how to work with others across the system to identify and provide needed services to support individual learners.
		Profession	nal Frames		
Evidence of Commitment	Evidence of Commit	ment	Evidence of Commit	tment	Evidence of Commitment
N/A	N/A		N/A		N/A
colleagues to build relationships in a profession and begins to understand services structure and		h other colleagues Il community Beetings to examine Ces necessary for	unity of the professional learni to examine community within the scl		Evidence of Practice Actively leads in the implementation and evaluation of strategies that address needs and services in the school
Evidence of Impact	Evidence of Impact		Evidence of Impact		Evidence of Impact
N/A	N/A		N/A		N/A
Score = 0 1 2	3	4	5	6	7

Teacher Growth Guide 9.3

Standard 9: Professional Collaboration

Quality Indicator 3: Cooperative partnerships in support of student learning

Emerging		Develop	oing	Proficien	t	Distinguished
9E3) The emerging teacher		9D3) The developin	g teacher also	9P3) The proficient	teacher also	9S3) The distinguished teacher also
Develops relationships with colleagues and cooperative partnerships with student families to support student learning and well-being.	es and	students, famil	partnerships with ies and community pport students'	the school and develop, maint partnerships wi families and co	administrators at district level to ain and further	Takes an active leadership role or serve as an informal resource at the school and district level in developing partnerships with students, families and community members to support students' learning and well-being.
			Profession	nal Frames		
Evidence of Commitment N/A		Evidence of Commi N / A	tment	Evidence of Commit	tment	Evidence of Commitment N/A
Evidence of Practice Engages in opportunities to develop relationships with students, families and the community and works to understand concerns and needs regarding student learning and well-being		Evidence of Practice Demonstrates regular engagement with students, families and the community to cultivate new partnerships and explores ways to assess the impact of the partnerships		Evidence of Practice Has ongoing partnerships with students, families and communities and regularly evaluates the effectiveness of partnerships and modifies as needed		Evidence of Practice Serves in a leadership role in developing partnerships with students, families and the community and advocates for changes that support student learning and well-being
Evidence of Impact N / A		Evidence of Impact		Evidence of Impact N/A		Evidence of Impact N/A
Score = 0 1	2	3	4	5	6	7

Standard 9: Professional Collaboration

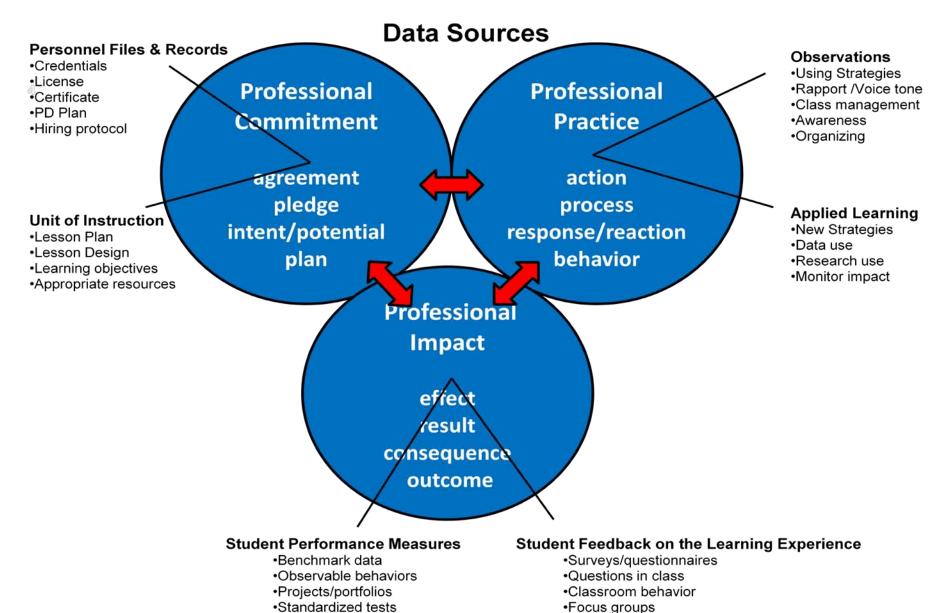
The teacher has effective working relationships with students, parents, school colleagues, and community members.

		Professional	Commitment	
•	Mentor log Vision, mission and goals posted or accessible Professional Growth Plan School services and needs Professional learning log (PD, research, journal articles, etc.) Newsletters Parent/Community activities planned	 Professional Development Committee member or Chair - documentation of participation Participates in professional learning community structure and meetings (meeting/ attendance log; meeting notes; documented discussions/recommendations) Student activity sponsor log Parent/community contact log 	 Attendance at school-wide functions (concerts, plans, family reading nights, sports events, etc.) - log Mentor training log Reflective journal Documented strategies for parent/community outreach Example student, parent, colleague, and community surveys 	 Documentation of leadership roles Various meetings - notes and agendas Documented recommendations or changes Participate in parent conferences, parent-teacher organizations, etc. (log or documentation)
		Profession	nal Practice	
•	Builds relationships with colleagues Participates as a member of the professional learning community within the school Assists with assessing the progress or revising the mission, vision and goals Advocates for changes that support student learning and wellbeing	 Participates in school-wide activities and events (parent conferences, parent teacher org, etc.) Serves as a mentor for colleagues Implements and evaluates partnership strategies Sponsors student activities Creates school-community partnerships 	 Welcomes and encourages family/community classroom participation and support. Collaborates with families to support student learning and development. Engages in two-way culturally appropriate communication with families and communities Serves as the point-of-contact or school-based resource in developing partnerships 	 Mentors and models strategies for outreach Shares new information and learning with colleagues Conducts meetings and learning sessions for parents /community Provides opportunities for parents/community members to participate in classroom activities



MISSOURI'S EDUCATOR EVALUATION SYSTEM

Professional Frames of the Teacher



Standard 1: Content knowledge, including varied perspectives, aligned with appropriate instruction.

The teacher understands the central concepts, structures, and tools of inquiry of the discipline(s) and creates learning experiences that make these aspects of subject matter meaningful and engaging for students.

	Professional Commitment	
 Lesson/unit plan Learning activities plan Student learning expectations Student learning objectives Lesson design 	 Tiered/differentiated lessons/units Homework assignments and guiding instructions Flexible grouping plans Parent/guardian outreach Bulletin boards Professional Practice	 Research integration plan Praxis scores Agenda/meeting notes from grade level/content area team IEP Conferences/reports
 Builds student background knowledge utilizing a variety of global perspectives Uses and facilitates academic language acquisition Incorporates new research-based content information into instruction Uses instructional and engagement strategies 	 Facilitates student enrichment activities Uses tiered differentiated learning opportunities Uses flexible grouping Draws from multiple content sources Encourages student responsibility and articulates clear student expectations 	 Facilitates student directed learning activities Engages students in inquiry/research experiences Implements interdisciplinary learning experiences Facilitates student action to address relevant realworld issues from a global perspective
 Observation verification of student mastery Student work samples Student portfolios Student feedback/comments Student assessment data Student reflection/journals IEP Performance/growth reports 	 Professional Impact Student discussions/questions Non-academic records of individual progress (class participation, engagement, motivation, behavior, etc.) Academic records of individual student progress Student completion data on homework/projects Performance assessments 	 Data on academic vocabulary use Structured interviews with students Student engagement and participation Student and/or parent survey results Student products/projects Parent/community attendance at school functions

Standard 2: Student Learning, Growth and Development

The teacher understands how students learn, develop and differ in their approaches to learning. The teacher provides learning opportunities that are adapted to diverse learners and support the intellectual, social, and personal development of all students.

	Profession	nal Commitment	
 Student assessment data Lesson/unit plans Substitute teacher plan Bulletin board(s) Posted behavioral norms/class procedures Student work/rubric displays 	 Structured teacher interviews Student/parent survey Research documentation log Instructional records Professional growth plans Personnel file Flexible grouping plans 	 Rubrics/scoring guides Self reflection Student inventories - interest, learning style, multiple intelligence, developmental Observation Tiered/differentiated lessons/units 	 Communications Educational environment Agenda - collaborative meeting IEP conferences/reports Counselor reports Professional learning
	Profess	ional Practice	
 Maintains individual student records and assessment data Monitors individual student growth Uses assessment data to make informed instructional and/or assessment decisions Demonstrates knowledge and understanding of individual student backgrounds'/ demographics/academic growth/learning profiles Designs and implements student need-based instruction 	 Applies learning theories to the design of instruction Plans and implements culturally responsive lessons Connects instruction to students' background knowledge and experiences Facilitates student long- and short-term goal setting Provides differentiated learning activities Modifies instruction based on a determined need (i.e. student learning, research, etc.) 	 Promotes student cooperative learning and collaboration Implements research-based instruction Makes "in the moment" instructional decisions/changes Provides focused, objective, relevant valid, specific, and purposeful feedback to students Creates a safe risk-free learning environment Demonstrates a respectful regard for each student 	 Uses student/parent surveys to inform educator practice Communicates respectfully with students, parents, guardians, community members, colleagues, and other school staff
	Profess	sional Impact	
 Observation verification of student mastery Student work samples Student planners Student assessment data 	 Student reflection/journals Student inventories Student /parent feedback/comments Student and/or parent survey results 	 Structured interviews with students Student products/projects Performance assessments 	 IEP Performance/growth reports Non-academic records of individual progress (class participation, engagement, motivation, behavior, etc.) Academic records of individual student progress

Standard 3: Curriculum Implementation

The teacher recognizes the importance of long-range planning and curriculum development. The teacher develops, implements, and evaluates curriculum based upon student, district and state standards data.

	Professional	Commitment	
 Lesson plans/unit plans Adjusted lesson/unit plans Lesson design Classroom activities 	 Planned learning experiences Curriculum maps Goals/Expectations/Essential learning outcomes Profession	 Teacher reflections Professional learning presentations Homework assignments 	 Presentations to colleagues Peer conversations, discussions, comments, reflections, etc.
 Makes informed curriculum decisions Incorporates state and district curriculum into learning activities Develops curriculum-aligned instructional strategies and interventions Uses differentiated instructional strategies Evaluates the effectiveness of instructional strategies 	 Adjusts goals, instruction and time based on identified learning gaps Modifies instructional strategies and content based on learner needs Implements learning activities focused on the needs of diverse learners Collects data on diverse learning needs to provide direction for future lessons 	 Delivers effective instruction aligned to state and district curriculum standards Utilizes specific learning activities to address curriculum objectives Integrates resources that enhance instruction and support diverse learners 	 Uses data to evaluate the effectiveness of instructional strategies Models and shares with colleagues (formally and informally) Serves on curricular review committees Assists/Coaches colleagues
Professional Impact			
Student/Parent feedbackStudent/Parent survey perceptual data results	Student journals/reflectionsStudent structured interviews	 Student- lead parent conferences Student tracked record of individual progress 	Observation/examples of student learning needs being met

Standard 4: Critical Thinking

The teacher uses a variety of instructional strategies to encourage students' critical thinking, problem solving, and performance skills including technological resources.

	Professiona	Commitment	
Lesson plans/unit plansLesson design	 Planned resource list including technology resources Instructional strategies list 	 Planned Cooperative learning strategies (list) Plans for projects and activities 	 Student learning expectations Flexible grouping plans Professional reading/research documentation
	Professio	nal Practice	
 Selects and utilizes developmentally appropriate instructional resources including technology Adapts instructional resources to promote complex thinking and technology skills attainment Selects instructional strategies that promote critical thinking skills and are aligned to instructional goals. 	 Implements learning activities focused on higher order thinking and problem-solving skills Utilizes cooperative learning strategies that promote collaborative learning Utilizes class debates and other methods requiring students to defend their thinking and solutions Uses independent, collaborative and whole-class learning situations 	 Uses effective questioning techniques to expand student critical thinking skills, to consider multiple solutions, and defend their own thinking. Designs open-ended projects/activities promoting complex thinking and technology skills including multiple solutions and innovations 	 Provides frequent opportunities for students to use critical thinking and problem solving Uses advanced instructional techniques to create a high level of student achievement Overall effectiveness is enhanced through the use of instructional resources and technology Serves as a resource providing collegial support and modeling
	Profess	ional Impact	
 Student work/projects Observation of student participation in collaborative learning activities Observation/examples of student directed inquiry and problem Performance assessments data 	 Technology literacy inventories Student assessment data Student questions/discussions (higher level questions) Student presentations/research/reports Student application/use of technology tools - demonstrations, projects, products, etc. 	 Student feedback/comments Student reflection/journals Student structured interviews Anecdotal data and formative evaluations Students products/projects showing application of learning documenting the ability to in analyze, synthesize, interpret and create original products 	 Non-instructional records of individual student progress (participation, engagement, motivation, behavior, etc.) Demonstration/examples that students are able to explain their reasoning Observations or examples of students ability to pose and answer own questions pursuant to learning objectives

Standard 5: Positive Classroom Environment

The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages active engagement in learning, positive social interaction, and self-motivation.

Professional Commitment Posted classroom procedures/routines Classroom norms Parent/community outreach **Professional Practice** Gathers and implements new Designs classroom routines and Maintains student engagement by Work with students and parents procedures managing time, space, transitions to build a positive, supportive research-based strategies for Communicates classroom and activities classroom culture positively managing student behavior routines, procedures, and Self-reflects on the effectiveness Engages in ongoing assessment of expectations for behavior to of motivation and engagement how the classroom environment is • Engages students in strategies to parents/guardians strategies impacted by the culture of the think about and provide input into Uses effective classroom school and community building positive relationships and Uses motivation and engagement culture strategies in the classroom management techniques Adapts strategies to address preserving instructional time unique student behaviors Models, coaches, or shares with Organizes classroom and routines with regard to management of Engages in practices to learn the Attends community and school colleagues strategies to address culture of the school and student behavior time, space, transitions and events activities community **Professional Impact** Observation/examples of Student Parent/community outreach and Students maintain high levels of Students participate in forming feedback/comments the classroom environment engagement summary engagement Students respond to teacher Completed homework/projects Students understand expectations Staff survey prompts (observable) trend data and automatically follow the Attendance data Student to student and student to Student reflections/journal data procedures, routines, and norms--IEP reports self directed teacher interactions are positive Students/parents survey summary (observable verbal and non-verbal Non-instructional records of data cues) Students quickly respond to the individual student progress Classroom discipline/incident (participation, engagement, teacher's cues and prompts motivation, behavior, etc.) report analysis trend data

Standard 6: Effective Communication

The teacher models effective verbal, nonverbal, and media communication techniques with students, colleagues and parents to foster active inquiry, collaboration, and supportive interaction in the classroom.

	Professional	Commitment		
 Posted communications - bulletin boards, norms, routines, procedures, etc. Parent/community outreach materials Lesson plans/activities 	 Email, newsletters, memos, websites, announcements, reports, etc. Student assignments/Instructions 	 Strategies for ELL Students Samples of effective communication 	 Grade level/content area team meeting notes and agendas Professional development presentations and materials 	
	Professior	nal Practice		
 Uses correct grammar in classroom communication and materials Promotes sensitivity to cultural, gender, intellectual, physical and emotional differences in communication Uses technology and media communication tools to engage students Facilitates positive and correct student communication 	 Uses a variety of different strategies to enhance student literacy skills Provides many opportunities for students to practice effective communication Extends communication opportunities for students outside of the classroom Provides focused, objective, relevant, specific and purposeful feedback to students 	 Uses strategies to assess the impact of their communication Communicates effectively with students, families, colleagues and others Enhances student literacy skills with impact beyond the classroom Facilitates student use of technology and media communication tools 	 Assists other colleagues with effective, correct communication Models and shares technology and media communication tools to enhance student learning Serves as a resource for building student literacy skills 	
Professional Impact				
 Student activities Performance assessments Student feedback/comments Student reflection/journals Formative assessment data 	 Student work samples, portfolios, writing, etc. show correct communication Student expression (observation) Student self-assessment (observation or student work) 	 Student data Student discussions Students selection and use of technology and media (observation, demonstration, or work sample) 	 Non-instructional records of individual student progress Peer assistance data Antidotal data of student expression Staff survey 	

Standard 7: Student Assessment and Data Analysis

The teacher understands and uses formative and summative assessment strategies to assess the learner's progress, uses assessment data to plan ongoing instruction, monitors the performance of each student and devises instruction to enable students to grow and develop.

	Professional	Commitment	
 Unit instructional plan including assessment Tiered/differentiated lesson designs Tiered/differentiated assessments Lessons/units amended based on data analysis (examples of both) 	 Example of analysis of student learning needs Formal/information assessments Instructional/assessment record management system Scoring guides/rubrics Student progress reports 	 Examples of communication/feedback to students about their work/progress Communication logs to parents/guardians Sample parent response sheets Parent/guardian communication examples 	 Presentation materials Professional development attendance record/sign-in sheet Mentor log Grade level/content area meeting notes and agenda Building/district professional learning community log/agenda
	Profession	nal Practice	
 Uses a variety of formal/informal methods of assessment Utilizes individual student assessment data to plan differentiated learning activities Maintains a comprehensive instructional/assessment system charting individual student growth and performance 	 Designs, develops, and/or utilizes pre and post tests to identify prior knowledge and chart progress Reviews student trend data Communicates clearly to students the learning goals (rubrics/scoring guides) 	 Utilizes observation data to modify instruction and monitor impact Communicates student progress to parents/guardians using performance and behavior data Assists students in charting their own progress and goal setting 	 Adjusts instruction to maximize student learning Shares knowledge and expertise with colleagues Models effective assessment practices to enhance individual and class achievement Participates in data team training or works with mentor on data analysis
	Professio	nal Impact	
 Samples of student directed goal statements Samples of pre- and post assessments Assessment data guides decisions about specific learning goals Data information and assessment results 	 Samples of progress reports using concrete student data Evidence of changed practice Instructional records of individual student progress Samples of students charting their own progress 	 Student work samples: projects, products, presentations, etc. Running Records or Running Charts Feedback from colleagues Feedback from parents/guardians Professional growth plan 	 Evidence of individual student growth/performance Parent-teacher conference participation Behavioral referral data RTI, IEP, or 504 plan conference participation

Standard 8: Professionalism

The teacher is a reflective practitioner who continually assesses the effects of choices and actions on others. The teacher actively seeks out opportunities to grow professionally in order to improve learning for all students.

	Professiona	Commitment	
 Lesson planning Evaluation data Professional development request list Mentor log/agenda/notes List of resources Posted procedures/policies Professional growth plan 	 New student activities Behavior management plans and lesson plans Attendance data, classroom rules, etc. Coaching/Modeling log Presentation artifacts – agenda, hand outs, video 	 Building/District committee Participation - preparation and documentation (professional development, PLC, etc.) Professional Membership and /or committee leadership (documentation) Professional development attendance log/artifacts 	 Regional or State Committee participation (documentation) Meeting log, agenda, and notes supporting participation on data team, grade-level, vertical team or other Reflective journal
	Professio	nal Practice	
 Demonstrates the capacity to reflect on and improve their own practice Uses new learning to positively benefit student learning Shares new knowledge and expertise with colleagues Actively pursues professional development and learning opportunities 	 Creates, evaluates, and procures resources for professional development Builds expertise and experience to assume different instructional or leadership roles Collaborates with colleagues on a wide range of tasks and committees 	 Participates in school-wide decision making Serves as an active member on the school improvement planning committee Participates or chairs the Professional Development Committee 	 Serves as a mentor, model or coach for colleagues Maintains all required documentation Follows school and district policies and procedures

Standard 9: Professional Collaboration

The teacher has effective working relationships with students, parents, school colleagues, and community members.

	Professional Commitment				
•	Mentor log Vision, mission and goals posted or accessible Professional Growth Plan School services and needs Professional learning log (PD, research, journal articles, etc.) Newsletters Parent/Community activities planned	 Professional Development Committee member or Chair - documentation of participation Participates in professional learning community structure and meetings (meeting/ attendance log; meeting notes; documented discussions/recommendations) Student activity sponsor log Parent/community contact log 	 Attendance at school-wide functions (concerts, plans, family reading nights, sports events, etc.) - log Mentor training log Reflective journal Documented strategies for parent/community outreach Example student, parent, colleague, and community surveys 	 Documentation of leadership roles Various meetings - notes and agendas Documented recommendations or changes Participate in parent conferences, parent-teacher organizations, etc. (log or documentation) 	
		Profession	nal Practice		
•	Builds relationships with colleagues Participates as a member of the professional learning community within the school Assists with assessing the progress or revising the mission, vision and goals Advocates for changes that support student learning and wellbeing	 Participates in school-wide activities and events (parent conferences, parent teacher org, etc.) Serves as a mentor for colleagues Implements and evaluates partnership strategies Sponsors student activities Creates school-community partnerships 	 Welcomes and encourages family/community classroom participation and support. Collaborates with families to support student learning and development. Engages in two-way culturally appropriate communication with families and communities Serves as the point-of-contact or school-based resource in developing partnerships 	 Mentors and models strategies for outreach Shares new information and learning with colleagues Conducts meetings and learning sessions for parents /community Provides opportunities for parents/community members to participate in classroom activities 	



Surveys

MISSOURI'S EDUCATOR EVALUATION SYSTEM

Sample Student Survey Questions (for teachers)

Students in the classroom feel cared for

1.	My teacher makes me feel that he/she cares about me. Not at all Sometimes Usually Always
2.	My teacher encourages me to do my best. Not at all Sometimes Usually Always
3.	My teacher is helpful when I ask questions. Not at all Sometimes Usually Always
<u>Studen</u>	t behavior is managed to enable learning
4.	Our class stays busy and does not waste time. Not at all Sometimes Usually Always
5.	My teacher's classroom rules and ways of doing things are fair. Not at all Sometimes Usually Always
6.	My classmates' misbehavior slows down the learning process. Not at all Sometimes Usually Always
7.	My classmates and I know what we should be doing and learning. Not at all Sometimes Usually Always

Students receive support and scaffolding

8.	My teacher checks to make sure we understand what he/she is teaching us. Not at all Sometimes Usually Always
9.	My teacher explains another way if you don't understand something. Not at all Sometimes Usually Always
10.	My teacher takes time to summarize what we learn each day. Not at all Sometimes Usually Always
11.	My teacher helps me when I need it or don't understand something. Not at all Sometimes Usually Always
Studen	ts experience a challenging work environment
12.	My teacher accepts nothing less than our full effort. Not at all Sometimes Usually Always
13.	My teacher knows when I work hard and am doing my best. Not at all Sometimes Usually Always
14.	We learn to correct our mistakes. Not at all Sometimes Usually Always

	cher wants us to improve our thinking skills. Not at all Sometimes Usually Always
	cher wants me to explain my thinking. Not at all Sometimes Usually Always
	n a lot almost every day. Not at all Sometimes Usually Always
Students are in	vested in classroom learning
	cher tells us what we are learning and why. Not at all Sometimes Usually Always
	cher helps us set goals for our learning and keep track of our progress. Not at all Sometimes Usually Always
	cher makes school work interesting. Not at all Sometimes Usually Always
	choices in how to complete activities. Not at all Sometimes Usually Always
22. My tead	cher makes me work hard so I learn what I need to know. Not at all Sometimes Usually Always

23. My tea	cher assigns homework that helps me learn.
	Not at all
	Sometimes
	Usually
	Always
Students receive	ve descriptive feedback
24. When	my teacher marks my work, he/she writes on my papers to help me understand.
	Not at all
	Sometimes
	Usually
	Always
25. The co	mments that I get on my work help me understand how to do my work better.
	Not at all
	Sometimes
	Usually
	Always

	Survey Question	Teacher Standards
1.	My teacher makes me feel that he/she cares about me.	(2.2) (2.3) (2.5) (2.6) (3.3) (5.1) (5.3) (6.1) (6.2) (7.2) (7.3) (7.4) (7.5) (9.2) (9.3)
2.	My teacher encourages me to do my best.	(1.2) (2.2) (5.1) (5.2) (5.3) (6.1) (6.3) (7.3) (7.5)
3.	My teacher is helpful when I ask questions.	(1.1)(1.2) (1.3) (1.5) (2.3) (2.5) (2.6) (3.1) (3.2) (3.3)
4.	Our class stays busy and does not waste time.	(5.1) (5.2)(6.1)
5.	My teacher's classroom rules and ways of doing things are fair.	(5.1) (5.2) (5.3)
6.	My classmates' misbehavior slows down the learning process.	(2.1) (2.3) (4.3) (5.3) (6.2) (7.6) (9.2)
7.	My classmates and I know what we should be doing and learning.	(1.1) (1.2) (2.2) (2.3) (3.1) (3.3) (4.1) (5.1) (5.2) (6.1) (7.2) (7.5)
8.	My teacher checks to make sure we understand what he/she is teaching us.	(1.1) (1.2) (2.1) (2.2) (2.3) (2.4) (2.5) (3.1) (3.2) (3.3) (4.2) (5.1) (6.2) (7.1) (7.3)
9.	My teacher explains another way if you don't understand something.	(1.1) (1.2) (2.1) (2.3) (2.4) (2.5) (3.1) (3.2) (3.3) (4.2)(6.2) (7.1) (7.3)
10.	My teacher takes time to summarize what we learn each day	(1.1) (1.2) (2.1) (1.3) (3.3) (5.2)
11.	My teacher helps me when I need it or don't understand something.	(1.1) (2.1) (2.3) (2.4) (2.5) (3.1) (3.2) (3.3) (7.2)
12.	My teacher accepts nothing less than our full effort.	(2.1) (2.5) (7.1)
13.	My teacher knows when I work hard and am doing my best	(2.2) (5.3) (7.1) (7.2) (7.5)
14.	We learn to correct our mistakes.	(2.1) (2.2) (2.3) (2.5) (3.2) (3.3) (4.1) (7.1) (7.2) (7.5)
15.	My teacher wants us to improve our thinking skills.	(1.3) (2.1) (3.2) (4.1) (4.3) (5.1)
16.	My teacher wants me to explain my thinking.	(1.1) (1.2) (1.3) (2.1) (2.5) (4.1)

Survey Question	Teacher Standards			
17. We learn a lot almost every day.	(1.1) (1.2) (1.3) (2.1) (2.3) (3.1) (3.2) (4.1) (7.1) (7.4)			
18. My teacher tells us what we are learning and why.	(1.1) (1.2) (2.3) (2.5) (3.1) (3.3) (5.1)			
19. My teacher helps us set goals for our learning and keep track of our progress.	(2.2) (7.3)			
20. My teacher makes school work interesting.	(1.1) (1.2) (2.1) (2.5) (3.2) (4.2)			
21. We get choices in how to complete activities.	(1.2) (2.1) (2.3) (2.5) (3.2) (3.3.) (4.1)			
22. My teacher makes me work hard so I learn what I need to know	(1.1) (3.3) (4.1) (6.4)			
23. My teacher assigns homework that helps me learn.	(1.1) (1.2) (1.3) (2.1) (3.2) (2.5) (3.1) (3.3.)			
24. When my teacher marks my work, he/she writes on my papers to help me understand.	(1.1) (1.3) (2.3) (2.5) (3.3) (4.1) (7.1) (7.2) (7.5)			
25. The comments that I get on my work help me understand how to do my work better.	(1.1) (1.2) (2.3) (2.5) (3.3) (4.1) (7.1) (7.2) (7.5)			

Adapted from Ron Ferguson's Tripod Project 2011

Sample Parent Survey Questions (for teacher)

1.	My child's teacher has fair routines, procedures and rules. Rarely Sometimes
	☐ Usually☐ Always
2.	My child's teacher creates a good environment for learning. Rarely Sometimes Usually Always
3.	My child's teacher requires hard work. Rarely Sometimes Usually Always
4.	My child's teacher provides help with things my child does not understand. Rarely Sometimes Usually Always
5.	My child's teacher knows when my child works hard and does good work. Rarely Sometimes Usually Always
6.	My child's teacher engages my child in class activities. Rarely Sometimes Usually Always
7.	My child's teacher is fair when grading work. Rarely Sometimes Usually Always

8.	My child's teacher regularly gives feedback on work.				
		Rarely			
		Sometimes			
		Usually			
		Always			
9. My child's teacher is able to meet the particular learning needs of r					
		Rarely			
		Sometimes			
		Usually			
		Always			
10.	My chi	d's teacher has high expectations.			
		Rarely			
		Sometimes			
		Usually			
		Always			

Sample Survey Question Alignment

	Survey Question	Teacher Standards		
1.	My child's teacher has fair routines, procedures and rules.	(5.1) (5.2) (5.3)		
2.	My child's teacher creates a good environment for learning.	(2.1) (2.3) (4.3) (5.3) (6.2) (7.6) (9.2)		
3.	My child's teacher requires hard work.	(1.1) (3.3) (4.1) (6.4)		
4.	My child's teacher provides help with things my child does not understand.	(2.1) (2.5)		
5.	My child's teacher knows when my child works hard and does good work.	(2.2) (5.3) (7.1) (7.2) (7.5)		
6.	My child's teacher engages my child in class activities.	(1.2) (1.3)		
7.	My child's teacher is fair when grading work.	(2.3) (7.1) 7.2)		
8.	My child's teacher regularly gives feedback on work.	(2.2) (6.1) (7.3) (7.5)		
9.	My child's teacher is able to meet the particular learning needs of my child.	(2.1) (2.3) (2.4) (2.5) (2.6) (3.2) (7.4) (9.2)		
10	. My child's teacher has high expectations.	(2.2) (5.2) (6.3) (7.3)		

Key: Standard 1, Quality Indicator 1 = (1.1)



Growth Plan

MISSOURI'S EDUCATOR EVALUATION SYSTEM

Educator Growth Plan

(Based on the Data Team Process Model)

☐ Professional Growth Plan for						
	Name	Date	School	Subject	Academic Year	
Identify Indicator:						
Standa	ard Number and Name	Quality Indicator Number and Name				
Briefly describe why this indicator was se (Include whether this indicator aligns to and/or BIP improvement goal)						
1. FOCUS Based on evidence generated from the growth gu opportunity for growth. This opportunity for grow for your growth plan.		2. GOAL Create a goal statement addressing the FOCUS. This goal statement should include these essent qualities: specific, measureable, achievable, relevant, and timely. What will be the result indicate the second statement addressing the FOCUS. This goal statement should include these essent qualities: specific, measureable, achievable, relevant, and timely. What will be the result indicate the second statement addressing the FOCUS. This goal statement should include these essent qualities: specific, measureable, achievable, relevant, and timely.				
3. STRATEGY Describe the specific strategy(ies) to be implemented that will address the goal statement.		4. RESULTS What was the outcome of i	the strategy? Based on progres	s monitorina provide	the data that	
This strategy should provide the best plan for effe clear action steps and timeline.	supports that the outcome of the strategy has effectively addressed the FOCUS.					
Signature of Teacher	Signature of Evaluator	Baseline Score	Follow-Up So	ore	Growth Score	

Educator Growth Plan

(Based on the PDSA Model)

 Professional Growth Plan for 					
	Name	Date	School	Subject	Academic Year
Identify Indicator:					
·	Standard Number and Name	Quality Indicator Number and Name			
Briefly describe why this indicator (Include whether this indicator aligned/or BIP improvement goal)					
1. PLAN: State the professional lea	rning goal or objective.	2. DO: What proce	esses or strategies will be	used to accomplish	the goal? How will
how the results will be measured, e.g., "To	dentified from the growth guide and include <u>when</u> and accomplish the identified professional growth target, ferentiated instructional strategies as measured by"	the strategies be measured? Think of this as an improvement theory that identifies the expected outcomes, i.e., if the educ		_	
3. STUDY: What do the data tell us	? What do the data not tell us?	4. ACT: How will positive results be sustained?			
Does the data indicate that the opportunity professional growth target been met?	ty for growth has been addressed? Has the	How might the growth that has been achieved be sustained? What impact has occurred as a result of this growth?			has occurred as a
]		
Signature of Leader	Signature of Evaluator	Baseline Score	Follow-Up S	Score	Growth Score



Improvement Plan

Educator Improvement Plan

Initial Conference

In	nprovement Plan for:					
	Name	D	ate	School	Subject	Academic Year
Id	entify Indicator:					
	Standard numb	er and name		Quality Indica	ator number and nam	е
	ationale: Describe why improvement on this erformance indicator is required					
1.	IMPROVEMENT TARGET State specifically the improvement required base indicator referenced above.	ed on the performance	2.	SPECIFIC STRATEGIES Create a goal statement addressive statement should include essential statement.		
3.			4.	<u>MEASURES</u>		
	Describe the specific benchmarks and/or relevant demonstrate growth or completion of the impro			Describe the measures providing of has been accomplished or adequate	-	rovement target
		· se			.ec, add. essec	
In	itial Evaluation Signature (teacher signature ind	dicates knowledge of t	he repo	rt, not necessarily agreement)		
	Signature of Teacher/Leader	Date	· -	Signature of Evaluator		Date

Educator Improvement Plan

Follow-up Observation & Meeting

Date:							
NOTES ON PROGRESS Using the timeline set during the Initial Evaluation, determine progress to date towards achieving each benchmark and accomplishing improvement targets.							
Follow-up Meeting Signature (teacher signature indicates knowledge of the report, not necessarily agreement)							
rollow-up ivieeting signature (leacher signati	ure indicates knowledge of	the report, not necessarily agreement)					
Signature of Teacher/Leader	Date	Signature of Evaluator	Date				



Feedback Forms

Performance Indicator Feedback Form

Teacher:		Date:
School:	Subject:	Academic Year:
Standard #		
Quality Indicator #		
Date of Observation:		
Principal Comments:		Overall Performance Rating
		☐ Emerging (0,1,2)
Teacher Comments:		☐ Developing (3,4)
		☐ Proficient (5,6)
		☐ Distinguished (7)
Date of Observation:		·
Principal Comments:		Overall Performance Rating
		☐ Emerging (0,1,2)
		☐ Developing (3,4)
Teacher Comments:		☐ Proficient (5,6)
		☐ Distinguished (7)
Date of Observation:		
Principal Comments:		Overall Performance Rating
		☐ Emerging (0,1,2)
Teacher Comments:		☐ Developing (3,4)
reactier Comments:		☐ Proficient (5,6)
		☐ Distinguished (7)

Teacher's Signature/Date

Observer's Signature/Date

Signatures indicate the document has been reviewed and discussed.

Performance Indicator Feedback Form

Teacher:		Date:
School:	Subject:	Academic Year:
Standard #		
Quality Indicator #		
Date of Observation:		
Principal Comments:		Overall Performance Rating
		☐ Emerging ☐ 0 ☐ 1 ☐ 2
		☐ Developing ☐ 3 ☐ 4
Teacher Comments:		☐ Proficient ☐ 5 ☐ 6
		☐ Distinguished ☐ 7
Date of Observation:		
Principal Comments:		Overall Performance Rating
		☐ Emerging ☐ 0 ☐ 1 ☐ 2
		☐ Developing ☐ 3 ☐ 4
Teacher Comments:		☐ Proficient ☐ 5 ☐ 6
		☐ Distinguished ☐ 7
Date of Observation:		
Principal Comments:		Overall Performance Rating
		☐ Emerging ☐ 0 ☐ 1 ☐ 2
		☐ Developing ☐ 3 ☐ 4
Teacher Comments:		☐ Proficient ☐ 5 ☐ 6
		☐ Distinguished ☐ 7

Teacher's Signature/Date

Observer's Signature/Date

Signatures indicate the document has been reviewed and discussed.

General Observation Feedback Form					
Teacher:			Date:		
School:		Subject:	Academic Year:		
Indicator #1					
maleutor #1					
Indicator #2					
Indicator #3					
	Comments	on Indicators Observed			
	Student Engagement	Depth of Knowledge	Classroom Structure		
Teacher Practice	High	Extended Thinking	Evidence of Student Work		
Strategies	Moderate	Strategic Thinking	☐ Yes ☐ No		
Select those that apply	Low	Skill Concept	Room Organized		
Select those that apply	Disengaged	Recall	☐ Yes ☐ No		
Lecture			<u>Curriculum/Instruction</u>		
Classroom Discussion			- Taught curriculum matches written		
Cooperative Learning			curriculum		
Group Work			Objectives & DOK Align		
Guided Practice			Accessible Materials		
Learning Centers			Clear Learning Targets ☐ Yes ☐ No		
Hands On/Active Learning			Technology Integrated ☐ Yes ☐ No		
Presentations			7		
Question/Answer			Learning Assessments Observations		
Independent Student Work			☐ Question/Answer		
Peer Evaluation			Quiz or Test		
Advanced/Graphic Organizers			Group Response		
Nonlinguistic Representations			□ Individual Response□ Conferencing		
Project Based Learning			☐ Observation		
Similarities/Differences			□ None		
Summarizing/Note Taking			1		
Comments/Observ	ations on Teacher Practice	o Stratogies	Learning Environment		
comments, observe	ations on reacher reaction	e otrategies	☐ Conducive to Learning		
			☐ Somewhat Conducive		
			□ Not Conducive		
			☐ Disruptive Behavior		
			☐ Off Task Behavior		
	0		☐ Lack of Organization		
	Overall Co	mments/ Observations			

Teacher's Signature/Date

Observer's Signature/Date

Signatures indicate the document has been reviewed and discussed.



Summative Evaluation Form

MISSOURI'S EDUCATOR EVALUATION SYSTEM

	Teacher Evaluation Summative Report		Date:		
Te	acher: Probationary	:	Permanent:		
Scl	hool: Subject:	Ac	Academic Year:		
	Standard 1: Content Knowledge Aligned with Appropriate Instruction	**Area of Concern	*Growth Opportunity	Meets Expectation	
	Teacher effectively plans for the delivery of the essential content of the discipline				
	Subject matter learning activities are meaningful and engaging for students				
	Students demonstrate mastery and application of content				
Sta	ndard 1 Comments:				
	Standard 2: Student Learning Growth and Development	**Area of Concern	*Growth Opportunity	Meets Expectation	
	Teacher uses theories and student information to design meaningful lessons				
	Teacher's instructional strategies use current theories of growth and development				
	Students' level of growth and development is the foundation for new learning				
Sta	ndard 2 Comments:				
	Standard 3: Curriculum Implementation	**Area of	*Growth	Meets	
	Standard 5. Curriculum implementation	Concern	Opportunity	Expectation	
	Teacher designs lessons aligned with state (Common Core) and district standards				
	Teacher facilitates student learning based on state and district standards				
	Students master essential learning objectives based on state and district standards				
Sta	ndard 3 Comments:				
	Chandand A. Cuttical Thinking	**Area of	*Growth	Meets	
	Standard 4: Critical Thinking	Concern	Opportunity	Expectation	
	Teacher lesson design and use of instructional resources promotes critical thinking				
	Teacher's instructional strategies promote critical thinking and problem-solving				
	Students demonstrate their ability to think critically and problem-solve				
Sta	ndard 4 Comments:	•			
	Standard 5: Positive Classroom Environment	**Area of	*Growth	Meets	
	Standard 5: Positive Classroom Environment	Concern	Opportunity	Expectation	
	The rules, routines and structures create an environment conducive to learning				
	Teacher's strategies create a positive classroom environment conducive to learning				
	Students are self-directed, exhibit positive relationships and are engaged in learning				
Sta	ndard 5 Comments:				
	Standard 6: Effective Communication	**Area of	*Growth	Meets	
	Standard O. Encetive Communication	Concern	Opportunity	Expectation	
	Non-verbal communication (written/electronic) is effective, correct and appropriate				
	Teacher demonstrates correct and appropriate communication				
	Students exhibit correct and appropriate communication				
Sta	ndard 6 Comments:				
	Standard 7: Student Assessment and Data Analysis	**Area of Concern	*Growth Opportunity	Meets Expectation	
	Maintains accurate data on each student's progress based on multiple data points			•	
	Teacher effectively collects and uses student data to inform and improve instruction				
	Students are knowledgeable of their own progress and plan personal learning goals				
Sta	ndard 7 Comments:		•		

MISSOURI'S EDUCATOR EVALUATION SYSTEM

	Standard 8: Self-Assessment and Improvement	**Area of Concern	*Growth Opportunity	Meets Expectation
	Maintains a professional growth to document the application of new knowledge and skills Teacher engages in professional learning to improve practice and increase student learning Teacher follows district policies and procedures regarding ethical practices & responsibilities Teacher maintains positive relationships with students, staff, parents, patrons, administrators, and supervisors.			
Sta	ndard 8 Comments:			
	Standard 9: Professional Collaboration	**Area of Concern	*Growth Opportunity	Meets Expectation
	Teacher engages with colleagues to promote the district/school vision, mission and goals Teacher works collaboratively regarding improvements in student learning and well-being			
Sta	ndard 9 Comments:			

Growth Opportunities

Academic Year:

Indicator and	Baseline	Goal	Results	Follow-Up
Rationale	Assessment	(Target related to selected indicator)	(Outcome of implemented strategies)	Assessment
	Emerging (0-2)			Emerging (0-2)
#1	□ 0 □ 1 □ 2			□ 0 □ 1 □ 2
	Developing (3-4)			Developing (3-4)
	□ 3 □ 4			□ 3 □ 4
	Proficient (5-6)			Proficient (5-6)
	□ 5 □ 6			□ 5 □ 6
	Distinguished (7)			Distinguished (7)
	□ 7			□ 7
	Emerging (0-2)			Emerging (0-2)
#2	□ 0 □ 1 □ 2			
	Developing (3-4)			Developing (3-4)
	□ 3 □ 4			□ 3 □ 4
	Proficient (5-6)			Proficient (5-6)
	□ 5 □ 6			□ 5 □ 6
	Distinguished (7)			Distinguished (7)
	□ 7			□ 7
	Emerging (0-2)			Emerging (0-2)
#3	□ 0 □ 1 □ 2			□ 0 □ 1 □ 2
	Developing (3-4)			Developing (3-4)
	□ 3 □ 4			□ 3 □ 4
	Proficient (5-6)			Proficient (5-6)
	□ 5 □ 6			□ 5 □ 6
	Distinguished (7)			Distinguished (7)
	□ 7			□ 7

^{*}A "Growth Opportunity" rating on a standard results in a Growth Plan for that area.

^{**}An "Area of Concern" rating on a standard results in an Improvement Plan for that area.

MISSOURI'S EDUCATOR EVALUATION SYSTEM

Overall Teacher Rating

Years in Position	Ineffective	Minimally Effective	Effective	Highly Effective	
0-2	Multiple Areas of Concern Or Indicator Rating 0	1 Area of Concern Or Indicator Rating 1	No Areas of Concern And Indicator Ratings 2-3	No Areas of Concern And Indicator Ratings 4-7	
3-5	Multiple Areas of Concern Or Indicator Ratings 0-2	1 Area of Concern Or Indicator Rating 3	No Areas of Concern And Indicator Ratings 4-5	No Areas of Concern And Indicator Ratings 6-7	
6-10	Multiple Areas of Concern Or Indicator Ratings 0-3	1 Area of Concern Or Indicator Rating 4	No Areas of Concern And Indicator Ratings 5-6	No Areas of Concern And Indicator Rating 7	
Over 10	Multiple Areas of Concern Or Indicator Ratings 0-4	1 Area of Concern Or Indicator Rating 5	No Areas of Concern And Indicator Rating 6	No Areas of Concern And Indicator Rating 7	
	is rated as		for the	school year.	
Teacher's Nan		Effectiveness Rating			
□ Recommend for Re-Employment □ Do Not Recommend for Re-Employment □ Develop a new or revised growth plan based on new indicators or a continuation of the same indicators. □ Develop an improvement plan linked to indicators. This must include specific target dates and timelines that must be met in order for re-employment to continue.					
Teacher's	Signature	Date	Evaluator's Signatur	e Date	



New Teacher Feedback Forms

Academic Year _____ -**Prior to the Beginning of the School Year Subject/Grade Level:** Teacher: Standard 1.1 - Content Knowledge Description: The mentee prepares lessons to guide students to a deeper understanding of content through planned instruction that reflects an accuracy of content knowledge Reflection: Standard 2.3 – Theory of Learning Description: The mentee's planned learning activities are designed based on foundational and current learning theories and

Standard 3.1 – Implementing the Curriculum

Description: The mentee designs learning experiences appropriate for district curriculum and assessments

Reflection:

Reflection:

Standard 4.2 - Instructional Resources

consistent with best-practice

Description: The mente's lesson design includes the use of instructional resources and the appropriate use of technology

Reflection:

Standard 6.1 – Verbal and Non-Verbal Communication

Description: The mentee demonstrates effective verbal communication skills as well as non-verbal communication (written, posted, electronic, etc.)

Reflection:

Standard 8.3 - Professional Responsibilities

Description: The mentee understands school procedures and policies and adheres to all current school procedures and district policies as stated in the district's / school's code of conduct

Reflection:

Standard 9.1 – Induction and Collegial Activities

Description: The mentee meets regularly with their mentor and fully participates in the district/school induction process, documenting support and growth in mentor logs aligned to the state's mentor standards

Reflection:

YEAR 1						
First Month of the School Year	Academic Year					
Teacher: Sub	Subject/Grade Level:					
Standard 1.2 Engaging in Content						
Description: The mentee Identifies and uses engagement strategies to	keep students interested and engaged in the content					
Reflection:						
Standard 2.1 Student Development (see also 2.6)						
Description: The mentee assesses student personalities and abilities in	order to design and make instructional decisions based on					
developmental factors						
Reflection:						
•						
Standard 5.1 Classroom Management						
Description: The mentee uses basic classroom management technique	s to address misbehavior and avoid disruptions in instruction to					
keep students generally interested and engaged in their learning						
Reflection:						
Standard 5.2 Time, Space, Transitions, and Activities						
Description: The mentee designs routines that support effective management	gement of time, space, transitions and activities					
Reflection:						
Standard 6.2 Sensitivity to Student Differences (see also 2.6)	the transport of the death and different					
Description: The mentee exhibits understanding, sensitivity and empat	ny towara student needs and differences					
Reflection:						
Standard 7.1 Use of Assessments						
Description: The mentee demonstrates the use of formal and informal	student assessments to address specific learning goals and					
modifications						
Reflection:						
Standard 9.1 – Induction and Collegial Activities	authair attack in the adiatolist factor all indications are					
Description: The mentee meets regularly with their mentor and fully p						
documenting support and growth in mentor logs aligned to the state's	mentor standards					
Reflection:						

Mentor's Signature Mentee's Signature Date Date

Teacher:		Subject/Grade Level:	
			_
Standard 2.2 Student Goals			
	oom routines and pro	cedures that highlight student responsibility based	on clear
expectations			
Reflection:			
Standard 4.1 Critical Thinking Strategies			
	use of various types	of instructional strategies and appropriate resource	s resultina in
student engagement in active learning to a	•		5 . 55 th
Reflection:		g and producting come	
Standard 4.3 Cooperative, Small Group an	-	-	
	es students and learn	ing activities in both individual and collaborative si	tuations
Reflection:			
Standard 5.2 Time, Space, Transitions, and	d Activities		
		management of time, space, transitions and activit	iac
Reflection:	nut support ejjective	management of time, space, transitions and activit	163
nejlection.			
Standard 7.3 Student-Led Assessments			
Description: The mentee orientates studen	ts to various formats	of assessment connecting each to particular types o	of knowledge/skills
Reflection:			
Standard 7.5 Communicates Student Prog			
	ntial records of stude	nt work and performance that are in order, organiz	ed and current
Reflection:			
Mentee's Signature	Date	Mentor's Signature	Date

Signatures indicate that the mentee and mentor have discussed these areas.

Academic Year _____

2nd – 3rd Months of the School Year (Quarter 1)

4 th – 5 th Month of School (Quarter 2)	Academic Year
Teacher:	Subject/Grade Level:
Standard 1.5 Diverse Social and Cultural Perspectives	
Description: The mentee identifies areas of potential bias in their	lesson design and demonstrates the importance and appreciation of
a variety of perspectives	
Reflection:	
Standard 2.4 Differentiated Lesson Design (see also 3.3)	
Description: The mentee can articulate important characteristics lessons and activities based on these needs	and needs of their students as they apply to learning and designs
Reflection:	
Standard 3.2 Lessons for Diverse Learners	
Description: The mentee uses learning activities that recognize in	dividual needs of diverse learners and variations in learning styles
and performance	
Reflection:	
Standard 6.1 Verbal and Non-Verbal Communication	
Description: The mentee demonstrates effective and correct verb	al and non-verbal communication
Reflection:	
Standard 7.2 Assessment Data to Improve Learning	
Description: The mentee collects data information and assessmen	nt results for instructional planning and decision-making
Reflection:	
Standard 7.5 Communicates Student Progress	
Description: The mentee maintains confidential records of studen	t work and performance that are in order, organized and current
Reflection:	

Date Mentor's Signature Date

 ${\it Signatures indicate that the mentee and mentor have discussed these areas.}$

6 th Month of Sch	ool (Mid-Year)	Academic Year	
Teacher:		Subject/Grade Level:	
Standard 2.5 Use of Student's Prior Experi Description: The mentee plans and uses va and needs		ategies to determine individual experiences, intellig	gences, strengths
Reflection:			
Standard 5.2 Time, Space, Transitions, and	d Activities		
Description: The mentee adjusts routines a	s needed to support	effective management of time, space, transitions a	nd activities
Reflection:			
Standard 7.4 Effects of Instruction			
Description: The mentee uses collects infor analysis of student work and uses informat	_	rvation of classroom interactions, higher order que struction to impact learning	estioning, and
Reflection:	to adjust crass in	otraction to impact rearning	
	nalysis information a	nd participates in data team training or works with	a mentor and/or
colleagues on data analysis Reflection:			
nejiection.			
Standard 8.1 Self-Assessment and Improv			
	sessment, reflection	and problem-solving to enhance the impact on stu	dent learning
Reflection:			
Standard 9.2 Collaborating to Meet Stude	nt Needs		
•	vely with colleagues	to build relationships to more fully understand serv	ices and support
needs in the school			
Reflection:			
Mentee's Signature	Date	Mentor's Signature	Date

Signatures indicate that the mentee and mentor have discussed these areas.

7 th – 8 th Month of School (Quarter 3)	Academic Year
Teacher:	Subject/Grade Level:
Standard 1.2 Fugacing in Content	
Standard 1.2 Engaging in Content Description: The mentee monitors and adjusts instructional strate	raies to maintain student engagement and interest
Reflection:	gioo to maintain ottation engagement and interest
Standard 2.2 Student Goals	
Description: The mentee uses classroom routines and procedures	to promote student responsibility in setting clear personal goals
and monitoring progress	
Reflection:	
Standard 4.3 Cooperative, Small Group and Independent Learni	ng
Description: The mentee effectively manages students and learni	
Reflection:	
Standard 7.2 Assessment Data to Improve Learning	
Description: The mentee collects data information and assessmen	nt results for instructional planning and decision-making
Reflection:	
Chandrad 7.5 Communication Charlest Dunning	
Standard 7.5 Communicating Student Progress Description: The mentee maintains confidential records of student	t work and performance and uses them when communicating
student status and progress	t work and perjormance and ases them when communicating
Reflection:	
•	

Signatures indicate that the mentee and mentor have discussed these areas.

Mentor's Signature

Date

Date

9 th – 10 th Month of School (Quarter 4)	Academic Year
Teacher:	Subject/Grade Level:
Standard 2.5 Use of Student's Prior Experience	
Description: The mentee plans and uses various assessment stra and needs	tegies to determine individual experiences, intelligences, strengths
Reflection:	
Standard 7.4 Effects of Instruction	
· · · · · · · · · · · · · · · · · · ·	n of classroom interactions, higher order questioning, and analysis of
student work and reflects on impact of class instruction on learni	ng
Reflection:	
Chandand 7.C Callabanatina Data Anabata	
Standard 7.6 Collaborative Data Analysis	
	nation, participates in data team training and works with a mentor
and/or colleagues on data analysis to benefit student learning	
Reflection:	
Standard 8.1 Self-Assessment and Improvement	
	n-solving to reflect on their overall impact on student learning and
documents appropriately in a professional development plan or	
Reflection:	•
•	
Standard 9.1 Induction & Collegial Activities	
	on strengths and growth opportunities for next year and documents
appropriately in mentor logs and/or professional development p	ans
Reflection:	

Signatures indicate that the mentee and mentor have discussed these areas.

Mentor's Signature

Date

Date

	End of School	Academic Year	
Teacher:		Subject/Grade Level:	
Standard 8.1 Self-Assessment ar	 nd Improvement		
	sional development plan docume	ents self-assessment and reflection strategies us in planning for next year	ed throughout the
Reflection:		,	
Standard 8.2 Professional Learn	ing		
-		and becomes aware of available professional led	_
second year	n maintainea ana aocuments fo?	cus and priority areas drawing on the first year	ana pianning for the
Reflection:			
Mentee's Signature	Date	Mentor's Signature	Date
Sign	atures indicate that the mentee	and mentor have discussed these areas.	

Academic Year _____ -**Prior to the Beginning of the School Year** Subject/Grade Level: Teacher: **Standard 1.1 – Content Knowledge** Description: The mentee prepares lessons to guide students to a deeper understanding of content through planned instruction that reflects an accuracy of content knowledge Reflection: **Standard 1.3 Disciplinary Research and Inquiry Methodologies** Description: The mentee demonstrates an understanding of research and inquiry methodologies Reflection: Standard 3.1 - Implementing the Curriculum Description: The mentee designs coherent learning objectives and experiences appropriate for district curriculum and assessments Reflection: Standard 4.2 - Instructional Resources Description: The mente's lesson design includes the use of instructional resources and the appropriate use of technology Reflection: Standard 9.1 - Induction and Collegial Activities Description: The mentee meets regularly with the mentor to plan for the second year Reflection:

Mentee's Signature Date Mentor's Signature Date

Signatures indicate that the mentee and mentor have discussed these areas.

First	Month of the School Year	Academic Year	
Teacher:	Su	ubject/Grade Level:	
Standard 1.2 Engaging in Cont			
Description: The mentee Ident Reflection:	jies and uses engagement strategies to	to keep students interested and engaged in the conten	<u>1t </u>
students understand the mear		nt areas which are logical and add to overall learning rections	resulting in
Reflection:			
		raphical data of students and modifies instructions an	nd learning
Reflection:			
	_	ues to address misbehavior and avoid disruptions in in	nstruction to
Reflection:			
Standard 5.2 Time, Space, Tra Description: The mentee desig		agement of time, space, transitions and activities	
Reflection:			
		ommunication tools to enhance the learning process re	esulting in
Reflection:			
Standard 7.1 Use of Assessment Description: The mentee demonstrations		al student assessments to address specific learning go	oals and
Reflection:			

Mentee's SignatureDateMentor's SignatureSignatures indicate that the mentee and mentor have discussed these areas.

2 nd – 3 rd Months of the School Year (Quarter 1)	Academic Year
Teacher: Sub	ject/Grade Level:
Standard 2.2 Student Goals	
Description: The mentee establishes classroom routines and procedure expectations	s that highlight student responsibility based on clear
Reflection:	
Standard 4.1 Critical Thinking Strategies	
Description: The mentee demonstrates the use of various types of instr	
student engagement in active learning to develop critical thinking and	problem solving skills
Reflection:	
Standard 4.3 Cooperative, Small Group and Independent Learning	
Description: The mentee effectively manages students and learning ac	tivities in both individual and collaborative situations
Reflection:	
Standard 5.2 Time, Space, Transitions, and Activities	and the second of time and the second sections and the second sections and the second sections are second sections.
Description: The mentee designs routines that support effective manage Reflection:	gement of time, space, transitions and activities
nejiection.	
Standard 7.3 Student-Led Assessments	
Description: The mentee orientates students to various formats of asse	essment connecting each to particular types of knowledge/skills
Reflection:	
Standard 7.5 Communicates Student Progress	
Description: The mentee maintains confidential records of student wor	k and performance that are in order, organized and current
Reflection:	

Signatures indicate that the mentee and mentor have discussed these areas.

Date

Mentor's Signature

Date

4"'– 5" Month of School (Qւ	uarter 2)
Teacher:	Subject/Grade Level:
Standard 3.2 Lessons for Diverse Learners	
	recognize individual needs of diverse learners and variations in learning styles
and performance	recognize marriada necas of diverse learners and variations in rearning styles
Reflection:	
Standard 3.3 Instructional Goals and DI Strategies	
	e to long and short-term goals to accomplish curriculum standards and delivers
instruction demonstrating differentiation strategies	
Reflection:	
Standard 5.3 Instructional Goals and DI Strategies	
Description: The mentee engages in practices to learn	the culture of the school and community to create a classroom learning
environment structured to build positive student relat	tionships and culture
Reflection:	
Standard 7.2 Assessment Data to Improve Learning	
•	d assessment results for instructional planning and decision-making
Reflection:	
Standard 7.5 Communicates Student Progress	
	ds of student work and performance that are in order, organized and current
Reflection:	

 ${\it Signatures indicate that the mentee and mentor have discussed these areas.}$

Mentor's Signature

Date

Date

6" Month of Sci	nool (Mid-Year)	Academic	Year
Teacher:		Subject/Grade Level:	
Chandrad 2 F Har of Chadratta Dairy France			
Standard 2.5 Use of Student's Prior Exper			
Description: The mentee plans and uses vo	arious assessment stra	tegies to determine individual expe	riences, intelligences, strengths
and needs			
Reflection:			
Standard 7.4 Effects of Instruction			
Description: The mentee collects informat.	ion through observati	on of classroom interactions higher	r order questioning, and analysis of
-	_		order questioning, and analysis of
student work and uses information to adju	ist class mstruction to	impact learning	
Reflection:			
Standard 7.6 Collaborative Data Analysis			
Description: The mentee maintains data a		d narticinates in data team training	a or works with a montor and/or
colleagues on data analysis	naiysis injorniation ar	a participates in data team training	j or works with a mentor unajor
Reflection:			
Reflection.			
Standard 8.1 Self-Assessment and Improv	vement		
Description: The mentee engages in self-a		and problem-solving to enhance the	e impact on student learning
Reflection:	33C33IIICIII, TEJICCIIOII I	and problem-solving to emidnee the	impact on student learning
reflection.			
Standard 9.3 Cooperative Partnerships St	unnorting Learning		
Description: The mentee engages in oppor		ationshins with students, families a	and the community and works to
understand concerns and needs regarding			na the community and works to
Reflection:	Stadent learning and	wen benig	
nejiection.			
Mentee's Signature	Date	Mentor's Signatu	re Date

Signatures indicate that the mentee and mentor have discussed these areas.

7 th – 8 th Month of Sc	hool (Quarter 3)	Academic Year		
Teacher:		Subject/Grade Level:		
Standard 1.2 Engaging in Content				
	sts instructional strate	egies to maintain student engagement and into	prøst	
Reflection:	ots mistractionar strate	egies to maintain stadent engagement and inte		
nejiection.				
Standard 6.3 Speaking, Writing and Other				
		h include, where appropriate, learner expression.	on in speaking,	
writing, listening and the use of other medic	a aanering to district	ронсу		
Reflection:				
Standard 7.2 Assessment Data to Improve	Learning			
•	_	nt results for instructional planning and decisio	n-making	
Reflection:				
Standard 7.5 Communicating Student Prog				
	ntial records of studer	t work and performance and uses them when	communicating	
student status and progress				
Reflection:				
Mentee's Signature	Date	Mentor's Signature	Date	

Signatures indicate that the mentee and mentor have discussed these areas.

9" – 10" Month of School (Quarter 4)	Academic Year
Teacher:	Subject/Grade Level:
Standard 7.4 Effects of Instruction	
•	n of classroom interactions, higher order questioning, and analysis of
student work and reflects on impact of class instruction on learning	<u>ng</u>
Reflection:	
Standard 7.6 Collaborative Data Analysis	
Description: The mentee maintains and uses data analysis inform	nation, participates in data team training and works with a mentor
and/or colleagues on data analysis to benefit student learning	
Reflection:	
Standard 8.1 Self-Assessment and Improvement	
· · · · · · · · · · · · · · · · · · ·	n-solving to reflect on their overall impact on student learning and
documents appropriately in a professional development plan or o	• • •
Reflection:	
Standard 9.1 Induction & Collegial Activities	t on strengths and growth opportunities for next year and documents
appropriately in mentor logs and/or professional development pl	
Reflection:	uns
nejiection.	

Signatures indicate that the mentee and mentor have discussed these areas.

Mentor's Signature

Date

Date

Teacher: Subject/Grade Level: Standard 8.1 Self-Assessment and Improvement Description: The mente's professional development plan documents self-assessment and reflection strategies used throughout the year and engages in self-assessment and problem-solving to begin planning for next year Reflection: Standard 8.2 Professional Learning Description: The mentee uses mentor as a source of information and becomes aware of available professional learning resources; professional growth plan has been maintained and documents focus and priority areas drawing on the first year and planning for the second year Reflection:

Signatures indicate that the mentee and mentor have discussed these areas.

Mentor's Signature

Date

Date



Summative for New Teachers

MISSOURI'S EDUCATOR EVALUATION SYSTEM

1" & 2" Year Teacher Evaluation Summative Report	Academic Y	ear	
Teacher: School:			
Subject/Grade Level:			
Standard 1: Content Knowledge Aligned with Appropriate Instruction	***Area of Concern	**Growth Opportunity	Meets Expectation
☐ Teacher effectively plans for the delivery of the essential content of the discipline			
Subject matter learning activities are meaningful and engaging for students			
Students demonstrate mastery and application of content			
* Standard 1 Comments:			
Standard 2: Student Learning Growth and Development	***Area of Concern	**Growth Opportunity	Meets Expectation
☐ Teacher uses theories and student information to design meaningful lessons			
☐ Teacher's instructional strategies use current theories of growth and development			
☐ Students' level of growth and development is the foundation for new learning			
*Standard 2 Comments:			
	***Area	**Growth	Meets
Standard 3: Curriculum Implementation	of Concern	Opportunity	Expectation
☐ Teacher designs lessons aligned with state (Common Core) and district standards	or consern	оррогение,	- LAPCOLULION
☐ Teacher facilitates student learning based on state and district standards			
☐ Students master essential learning objectives based on state and district standards			
*Standard 3 Comments:	l .		
	***Area	**Growth	Meets
Standard 4: Critical Thinking	of Concern	Opportunity	Expectation
☐ Teacher lesson design and use of instructional resources promotes critical thinking			
☐ Teacher's instructional strategies promote critical thinking and problem-solving			
☐ Students demonstrate their ability to think critically and problem-solve			
Standard 4 Comments:			
Standard 5: Positive Classroom Environment	***Area	**Growth Opportunity	Meets Expectation
☐ The rules, routines and structures create an environment conducive to learning			-
☐ Teacher's strategies create a positive classroom environment conducive to learning			
☐ Students are self-directed, exhibit positive relationships and are engaged in learning			
*Standard 5 Comments:			
Standard 6: Effective Communication	***Area	**Growth	Meets
Standard 6. Effective Communication	of Concern	Opportunity	Expectation
$\ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ $			
☐ Teacher demonstrates correct and appropriate communication			
Students exhibit correct and appropriate communication			
*Standard 6 Comments:			
Standard 7: Student Assessment and Data Analysis	***Area	**Growth Opportunity	Meets Expectation
☐ Maintains accurate data on each student's progress based on multiple data points		,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,	
☐ Teacher effectively collects and uses student data to inform and improve instruction			
Students are knowledgeable of their own progress and plan personal learning goals			
*Standard 7 Comments:			

			T	
Standard 8: Self-Assessment and Improvement		***Area	**Growth	Meets
	Standard 6. Sen-Assessment and improvement		Opportunity	Expectation
	Maintains a professional growth to document the application of new knowledge and skills			
	Teacher engages in professional learning to improve practice and increase student learning			
	Teacher follows district policies and procedures regarding ethical practices & responsibilities			
	Teacher maintains positive relationships with students, staff, parents, patrons, administrators, and supervisors.			
*St	andard 8 Comments:			
Chandard O. Buofassianal Callabaration			**Growth	Meets
Standard 9: Professional Collaboration		of Concern	Opportunity	Expectation
	Teacher engages with colleagues to promote the district/school vision, mission and goals			
	Teacher works collaboratively regarding improvements in student learning and well-being			
*St	andard 9 Comments:			
	e comments section is used for general comments, to note exemplary practice or provide details regarding "Growth Opportunity" rating on a standard indicates a potential area of growth for the teacher	a specific area of o	concern	

Overall Teacher Rating

Years in Position	Ineffective	Minimally Effective	Effective	Highly Effective				
1	Multiple Areas of Concern	1 Area of Concern	No Areas of Concern	No Areas of Concern And Exemplary practice noted in the Comments section				
2	Multiple Areas of Concern	1 Area of Concern	No Areas of Concern	No Areas of Concern And Exemplary practice noted in the Comments section				
 Teacher's Nan	is rated a	for the	school year.					
Overall Comments:								
☐ Recommend for Re	-Employment		□ Do Not Recomme	nd for Re-Employment				
 Develop a new or revised growth plan based on new indicators or a continuation of the same indicators. 			_ Bo Not Recomme	na for the Employment				
Develop an imp include specific	or the same indicators. Provement plan linked to in target dates and timelines Ployment to continue.							
Teacher's	Signature	Date	Evaluator's Sign	nature Date				

^{***}An "Area of Concern" rating on a standard indicates improvement is required, is explained in the Comments section and results in an Improvement Plan



Research and Proven Practices

Links to Research and Resources

Introduction

Numerous sources and bodies of research informed the development of Missouri's teacher and leader standards, professional continuum, professional frames and the model Educator Evaluation System. Examples of the research and some of the resources are provided. These may serve as a foundational understanding of the Educator Evaluation System, as well as provide further development regarding an understanding of effective evaluation processes.

National Standards

Missouri's teacher standards have been informed by the CCSSO's Interstate Teacher Assessment and Support Consortium (InTASC) standards through a gap analysis conducted by McREL. The National Board for Professional Teaching Standards also informed the development of Missouri's Teacher Standards. The leader standards have been closely aligned to the Educational Leadership Policy Standards: ISLLC 2008.

References and Research

Many bodies of research and theory were used to guide the development of Missouri's standards, professional continuum, and professional frames and the initial version of the model Educator Evaluation System. Some of these with appropriate links are provided.

Mentoring

There are seven Essential Principles of Effective Evaluation. One of the seven addresses the importance of the probationary period. Missouri's Mentor Standards provide guidance in creating successful mentor programs. The Administrator Mentor Program is a DESE sponsored initiative to support new principals, assistant principals, career education directors, special education directors and superintendents.

Links to Research and Resources

Missouri's Standards were informed by and aligned to the following national standards references.

Council of Chief State School Officers. (2011, April). *Interstate teacher assessment and support consortium (InTASC) model core teaching standards: A resource for state dialogue*. Washington, DC: Author.

http://www.ccsso.org/InTASC

Council of Chief State School Officers. (2008). *Educational leadership policy standards: ISLLC 2008*. Washington, DC: Beacon Printing, Inc.

http://www.ccsso.org/Documents/2008/Educational Leadership Policy Standards 2008.pdf

National Board for Professional Teaching Standards. (n.d.). Retrieved June 2012, from http://www.nbpts.org/the_standards

The following references some of the articles and research which informed the development of Missouri's Teacher and Leader Standards and the Educator Evaluation System.

- Danielson, C. (2007). Enhancing professional practice: A framework for teaching, 2nd edition. Alexandria, VA: Association for Supervision and Curriculum Development (ASCD). http://shop.ascd.org/Default.aspx?TabID=55&ProductId=755
- Darling-Hammond, L. (2012). Creating a comprehensive system for evaluating and supporting effective teaching. Stanford, CA: Stanford Center for Opportunity Policy in Education http://edpolicy.stanford.edu/sites/default/files/publications/creating-comprehensive-system-evaluating-and-supporting-effective-teaching.pdf
- Fullan, M. (2011, April). Choosing the wrong drivers for whole system reform. East Melbourne, VIC: Centre for Strategic Education.

 http://www.michaelfullan.ca/home_articles/SeminarPaper204.pdf
- Hattie, J. (2009). *Visible learning: A synthesis of over 800 meta-analyses relating to achievement*. New York: Routledge. http://www.routledge.com/books/details/9780415476188/
- Lemov, Doug. (2010) *Teach Like a Champion: 49 Techniques that put students on the path to college.* San Francisco, CA: Jossey-Bass. http://www.douglemov.com
- Measures of Effective Teaching (MET) Project. (2012, January). *Gathering feedback for teaching:*Combining high-quality observations with student surveys and achievement gains. Bill & Melinda Gates Foundation.

http://www.metproject.org/downloads/MET_Gathering_Feedback_Practioner_Brief.pdf

- Marshall, K. (2009). Rethinking teacher supervision and evaluation: How to work smart, build collaboration, and close the achievement gap. Jossey-Bass. http://www.josseybass.com/WileyCDA/WileyTitle/productCd-0470449969.html
- Marshall, K. (2010, September 4). Teacher evaluation rubrics. Retrieved June 2012, from http://www.marshallmemo.com/articles/%20KM%20Teacher%20Eval%20Rubrics%20Sept%202010.pdf
- Marzano, R. (2007). The art and science of teaching: A comprehensive framework for effective instruction. Alexandria, VA: The Association for Supervision and Curriculum Development (ASCD).

 http://shop.ascd.org/Default.aspx?TabID=55&ProductId=790
- McClellan, C. (2012, February 5). *Teacher evaluator training & certification: Lessons learned from the measures of effective teaching project*. The Danielson Group. http://www.danielsongroup.org/article.aspx?type=news&page=METLessons
- Waters, T., Marzano, J. & McNulty, B. (2003). *Balanced leadership: What 30 years of research tells us about the effect of leadership on student achievement*. McREL. http://www.ctc.ca.gov/educator-prep/ASC/5031RR_BalancedLeadership.pdf
- Measures of Effective Teaching (MET) Project. (2010, December). Learning about teaching: Initial findings from the measures of effective teaching project. Bill & Melinda Gates Foundation. http://www.metproject.org/downloads/Preliminary Finding-Policy Brief.pdf
- The New Teacher Project. (2010). *Teacher evaluation 2.0*. http://tntp.org/assets/documents/Teacher-Evaluation-Oct10F.pdf?files/Teacher-Evaluation-Oct10F.pdf
- The New Teacher Project. (2009). The widget effect: Our national failure to acknowledge and act on differences in teacher effectiveness.

 http://widgeteffect.org/downloads/TheWidgetEffect.pdf

The following references mentoring support and services in Missouri.

- Missouri Department of Elementary and Secondary Education. (2008, May). *Missouri mentoring program standards*. Retrieved June 2012, from http://www.dese.mo.gov/divteachqual/leadership/documents/mentoringstandards.pdf
- Missouri Department of Elementary and Secondary Education. (n.d.) *Administrator mentoring program*.

 Retrieved June 2012, from

 http://www.dese.mo.gov/divteachqual/leadership/mentor_prog/index.html

Introduction to the Literature Review of the Missouri Teacher Professional Practice Standards

This review of the literature that supports the Missouri Standards and Quality Indicators was conducted by RMC Research Corporation (http://www.rmcresearchcorporation.com/). The review provides a brief summary of high-quality evidence in support of each of the specific performance elements that comprise Missouri's Teacher Standards and Quality Indicators. The review includes summaries of pertinent research, references for those who would like to read more about the actual studies, additional resources, and related research. The review can serve as source of professional development to assist teachers in their focus and growth on particular indicators.

Included in this review are references for the following standards and quality indicators:

Standard 1: Content knowledge aligned with appropriate instruction

Quality Indicator 1 – Content knowledge and academic language

Quality Indicator 2 – Student engagement in subject matter

Quality Indicator 3 – Disciplinary research and inquiry methodologies

Quality Indicator 4 – Interdisciplinary instruction

Quality Indicator 5 – Diverse social and cultural perspectives

Standard 2: Student Learning, Growth and Development

Quality Indicator 1 - Cognitive, social, emotional and physical development

Quality Indicator 2 – Student goals

Quality Indicator 3 – Theory of learning

Quality Indicator 4 – Differentiated lesson design

Quality Indicator 5 - Prior experiences, multiple intelligences, strengths and needs

Quality Indicator 6 – Language, culture, family and knowledge of community values

Standard 3: Curriculum Implementation

Quality Indicator 1 – Implementation of curriculum standards

Quality Indicator 2 – Lessons for diverse learners

Quality Indicator 3 – Instructional goals and differentiated instructional strategies

Standard 4: Critical Thinking

Quality Indicator 1 – Instructional strategies leading to student engagement in problem-solving and critical thinking

Quality Indicator 2 – Appropriate use of instructional resources to enhance student learning

Quality Indicator 3 – Cooperative, small group and independent learning

Standard 5: Positive Classroom Environment

Quality Indicator 1 – Classroom management techniques

Quality Indicator 2 – Management of time, space, transitions, and activities

Quality Indicator 3 – Classroom, school and community culture

Standard 6: Effective Communication

Quality Indicator 1 – Verbal and nonverbal communication

Quality Indicator 2 – Sensitivity to culture, gender, intellectual and physical differences

Quality Indicator 3 – Learner expression in speaking, writing and other media

Quality Indicator 4 – Technology and media communication tools

Standard 7: Student Assessment and Data Analysis

Quality Indicator 1 – Effective use of assessments

Quality Indicator 2 – Assessment data to improve learning

Quality Indicator 3 – Student-led assessment strategies

Quality Indicator 4 – Effect of instruction on individual/class learning

Quality Indicator 5 – Communication of student progress and maintaining records

Quality Indicator 6 – Collaborative data analysis

Standard 8: Professionalism

Quality Indicator 1 – Self- assessment and improving

Quality Indicator 2 – Professional learning

Quality Indicator 3 – Professional rights, responsibilities and ethical practices

Standard 9: Professional Collaboration

Quality Indicator 1 – Induction and collegial activities

Quality Indicator 2 – Collaborating to meet student needs

Quality Indicator 3 – Cooperative partnerships in support of student learning



LITERATURE REVIEW

MISSOURI TEACHER STANDARDS

PREPARED FOR:

MR. PAUL KATNIK, ASSISTANT COMMISSIONER

OFFICE OF EDUCATOR QUALITY

MISSOURI DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION

P.O. Box 480

JEFFERSON CITY, MO 65102-0480

PREPARED BY:

RMC RESEARCH CORPORATION
633 17TH STREET, SUITE 2100
DENVER, CO 80202

JUNE 2013



MISSOURI TEACHER STANDARDS

LITERATURE REVIEW

PREPARED FOR:

Mr. Paul Katnik, Assistant Commissioner

Office of Educator Quality

Missouri Department of Elementary and Secondary Education P.O. Box 480 Jefferson City, MO 65102-0480

PREPARED BY:

Stephany Brown
Susie Bachler

RMC Research Corporation 633 17th Street, Suite 2100 Denver, CO 80202

JUNE 2013

ACKNOWLEDGMENTS This report was prepared for the Missouri Department of Elementary and Secondary Education under Funding Source No. 0105-7813-A2T1. For questions about this report, please contact Stephany Brown at 1-800-922-3636, or e-mail at brown@rmcdenver.com. RMC Research Corporation is an Equal Employment Opportunity and Affirmative Action Employer and a Drug-Free Workplace.

MO Standard	Evaluative Criteria for Teacher Professional Practice
1.1	Teacher delivers content knowledge and increases academic language
	Aligns with InTASC Standard #4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners.
	Several studies have found that deep content-area knowledge, specifically in math, appear to positively impact student achievement (Clotfelter, et al., March 2007, October 2007; Goldhaber & Brewer 1999; Harris & Sass, 2007; Hill, et al., 2005). The National Council for Accreditation of Teacher Education (NCATE, 1996) noted that "many studies confirm that the best teachers have mastered their subjects, understand the learning process, and are experts in a wide range of teaching methods." Shulman (1987) asserts that effective teachers must understand purpose, subject matter structures, and ideas within and outside the discipline, and understand it in multiple ways. Stevenson and Stigler (1992) suggest that highly qualified teachers have a cognitive command of the subject matter, structure information logically for students, consistently monitor student performance, and provide students with immediate feedback.
	Danielson (1996, 2006) states that good teachers have a thorough understanding of the curriculum and an understanding of what methods and materials can be used to complement essential concepts. Knowledge of content and pedagogy are appropriately different for teachers of different levels. The balance between content and pedagogy at different levels is critical; i.e. the content of reading does not change but the pedagogy does whereas in an area like science both the content and pedagogy change. Through deep knowledge of content the teacher knows how to transform the instructional design into a sequence of activities and exercises that make it accessible to students.
	References: Clotfelter, C. T., Ladd, H. F., Vigdor, J. L. (2007, March). How and why do teacher credentials matter for student achievement? Washington, DC: National Center for Analysis of Longitudinal Data in Education Research (CALDER). Available from http://www.caldercenter.org/PDF/1001058 Teacher Credentials.pdf
	Clotfelter, C. T., Ladd, H. F., Vigdor, J. L. (2007, October). <i>Teacher credentials and student achievement in high school: A cross-subject analysis with student fixed effects</i> . Washington, DC: National Center for Analysis of Longitudinal Data in Education Research (CALDER). Available from
	http://www.caldercenter.org/PDF/1001104 Teacher Credentials HighSchool.pdf

Danielson, C. (1996). *Enhancing professional practice: A framework for teaching*. Alexandria, VA: Association for Supervision and Curriculum Development.

Danielson, C. (2006). *Teacher leadership that strengthens professional practice*. Alexandria, VA: Association for Supervision and Curriculum Development.

Goldhaber, D., & Brewer, D. (1999). Teacher licensing and student achievement. In M. C. Kanstroom & C. E. Finn, Jr. (Eds.), Better teachers, better schools (pp. 83-102). Washington, DC: Thomas B. Fordham Foundation. Available from http://www.ptec.org/items/detail.cfm?ID=7411

Harris, D. N., & Sass, T. R. (2007, March). *Teacher training, teacher quality, and student achievement*. Washington, DC: National Center for Analysis of Longitudinal Data in Education Research (CALDER). Available from http://www.caldercenter.org/PDF/1001059 Teacher Training.pdf

Hill, H. C., Rowan, B., & Loewenberg Ball, D. (2005). Effects of teachers' mathematical knowledge for teaching on student achievement. *American Educational Research Journal*, 42(2), 371-406. Available from http://sitemaker.umich.edu/lmt/files/hillrowanball.pdf

National Commission on Teaching and America's Future. (1996). What matters most: Teaching for America's future. New York: Author. Available from

https://dst.sp.maricopa.edu/DWG/STPG/JuniorACE/Shared%20Documents/Teacher%20development/WhatMattersMost.pdf

Shulman, L. (1987). Knowledge and teaching: Foundations of the new reform. *Harvard Educational Review, 57*(1), 1-22. Stevenson, H. W., & Stigler, J. W. (1992). *The learning gap*. New York: Summit Books.

1.2 Teacher engages students in subject matter

Aligns with *InTASC Standard #4: Content Knowledge*. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners.

Danielson (1996, 2006) established that content includes not only factual information but all aspects of a subject, including concepts, principles, relationships, methods of inquiry, and outstanding issues. Teachers who know their subjects also know how to ask the right questions and how to handle conceptual development. A teacher's knowledge of content and pedagogy is reflected in an awareness of common student misconceptions and how these should be handled.

Research shows that students perform better academically when teachers ask focused questions, provide immediate

feedback, and engage students in discussion and review of content (Bielefeldt, 1990; Brophy & Good, 1986; Evertson & Harris, 1992; Gottfried & Gottfried, 1991; Levine & Lezotte, 1990; Martens & Kelly, 1993; McCarthy, Webb, & Hancock, 1995; Sammons, Hillman, & Mortimore, 1995; Wang, Haertel, & Walberg, 1993-94).

- Bielefeldt, T. (1990, February). Classroom discipline. *Research Roundup*, *5*(2), (ERIC Document Reproduction Service No. ED 318 133).
- Brophy, J. E., and Good, T. L. "Teacher Behavior and Student Achievement." In M. C. Wittrock (Ed.), *Handbook of research on teaching* (3rd ed., pp. 328-377). New York: Macmillan.
- Danielson, C. (1996). *Enhancing professional practice: A framework for teaching*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Danielson, C. (2006). *Teacher leadership that strengthens professional practice*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Evertson, C. M., and Harris, A. L. (1992, April). What we know about managing classrooms. *Educational Leadership*, 49(7), 74-78.
- Gottfried, A. E., & Gottfried, A. W. (1991, April). *Parents' reward strategies and children's academic intrinsic motivation and school performance*. Paper presented at the Biennial Meeting of the Society for Research in Child Development, Seattle, WA, (ERIC Document Reproduction Service No. ED 335 144).
- Levine, D. U., & Lezotte, L. W. (1995). Effective schools research. In J. A. Banks & C. A. Banks, *Handbook of research on multicultural education*. New York: Macmillan.
- Martens, B. K., & Kelly, S. Q. (1993). A behavioral analysis of effective teaching. School Psychology Quarterly, 8, 10-6.
- McCarthy, M. T., Webb, J. M., & Hancock, T. E. (1995, April). Form of feedback effects on verb learning and near-transfer tasks by sixth graders. *Contemporary Educational Psychology*, 20(2), 140-150.
- Sammons, P., Hillman, J., & Mortimore, P. (1994, November). *Key characteristics of effective schools: A review of school effectiveness research*. London: International School Effectiveness & Improvement Centre, University of London.
- Wang, M. C., Haertel, G. D., & Walberg, H. J. (December 1993-January 1994). What helps students learn?" *Educational Leadership*, 51(4), 74-79.

1.3 Teacher engages students in methods of inquiry and research

Aligns with *InTASC Standard #8: Instructional Strategies*. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to access and appropriately apply information.

Several studies have found that effective teaching emphasizes the importance of higher-order thinking skills such as inquiry and research (Brophy & Good, 1986; Ellis & Worthington, 1994; McLaughlin & Talbert 1993; Snapp & Glover, 1990; Wenglinsky, 2001). A meta-analysis by Redfield and Rousseau (1981) concluded that the predominant use of higher-level questions during instruction yielded positive gains on tests of both factual recall and application of thinking skills. Hyde and Bizar (1989) found that teachers who value student thinking structure their classrooms to give students time to think, problems that are worthy of thinking about, and other students with whom to think. Several studies cited in *Tennessee's Framework for Evaluation and Professional Growth: Comprehensive Assessment* (2009) found that students perform better academically when they have teachers that ask focused questions, provide immediate feedback, and engage students in discussion and review of content.

References:

Brophy, J. E., & Good, T. L. (1986). Teacher behavior and student achievement. In M. C. Wittrock (Ed.), *Handbook of research on teaching* (3rd ed., pp. 328-377).

Ellis, E. S., & Worthington, L. A. (1994). *Research synthesis on effective teaching principles and the design of quality tools for educators* (Technical Report No. 5). Eugene: University of Oregon, National Center to Improve the Tools of Educators.

Hyde, A. A., & Bizar, M. (1989). *Thinking in context: Teaching cognitive processes across the elementary school curriculum*. New York: Longman.

McLaughlin, M. W., & Talbert, J. E. (1993). *Contexts that matter for teaching and learning*. Stanford, CA: Stanford University.

Redfield, D. L., & Rousseau, E. W. (1981). A meta-analysis of experimental research on teacher questioning behavior. Review of Educational Research, 51(2): 237-245.

Snapp, J. C., & Glover, J. A. (1990). Advanced organizers and study questions. *Journal of Educational Research, 83,* 266–271. Tennessee State Board Education. (2009). *Framework for evaluation & professional growth: Comprehensive assessment.*Nashville, TN: Author. Available from http://www.tn.gov/education/frameval/doc/comprehensive assessment.pdf

Wenglinsky, H. (2001). *Teacher classroom practices and student performance: How schools can make a difference* (Report Number RR-01-19). Princeton, NJ: Educational Testing Service.

1.4 Teacher makes interdisciplinary content connections

Aligns with InTASC Standard #5: Innovative Applications of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical/creative thinking and collaborative problem solving related to authentic local and global issues.

Several studies (Black, 1997; Gregson, 1992; Jacobs, 1989; Stemmer, Brown & Smith, 1992) have found that teachers who integrate workplace readiness skills into content area instruction and select workplace problems to illustrate how academic skills are applied in real world settings enable students to relate the learning material back to other courses or workplace applications and increase achievement. Rogers and Freiberg (1994) found that experiential learning that includes self-discovery and real life experiences enhance student achievement. Interdisciplinary/ cross-curricular teaching provides a meaningful way in which students can use knowledge learned in one context as a knowledge base in other contexts in and out of school (Collins, Brown, & Newman, 1990).

References:

Black, Susan. (1997, August). Branches of knowledge. The American School Board Journal, 35-37.

Collins, A., Brown, J. S., & Newman, S. E. (1989). Cognitive apprenticeship: Teaching the crafts of reading, writing, and mathematics. In L. B. Resnick (Ed.), *Knowing, learning, and instruction: Essays in honor of Robert Glaser* (pp. 453-494). Hillsdale, NJ: Lawrence Erlbaum Associates.

Gregson, J. A. (1992). Effective pedagogical strategies for work attitudes instruction. *Journal of Industrial Teacher Education*, *29*(3), 60-79.

Jacobs, H. (1989). *Interdisciplinary curriculum: Design and implementation*. Alexandria, VA: Association for Supervision and Curriculum Development.

Rogers, C. R., & Freiberg, H. J. (1994). Freedom to learn (3rd ed). Columbus, OH: Merrill/Macmillan.

Stemmer, P., Brown, B., & Smith, C. (1992). The employability skills portfolio. *Educational Leadership*, 49(6): 32-35.

1.5 Teacher incorporates global and real world learning activities

Aligns with *InTASC Standard #5: Innovative Applications of Content*. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical/creative thinking and collaborative problem solving related to authentic local and global issues.

Gay (2003, p. 4) states that culturally responsive teachers "validate, facilitate, liberate and empower ethnically diverse students by simultaneously cultivating their cultural integrity, individual abilities, and academic success." Kemp and Hall (1992) state that such teachers are better prepared to provide a variety of opportunities for students to apply and use knowledge and skills in different learning situations.

References:

Gay, G. (2003). Introduction: Planting seeds to harvest fruits. In G. Gay (Ed.), *Becoming multicultural educators: Personal journey toward professional agency* (pp. 1–16). San Francisco: Jossey-Bass.

Kemp, L., & Hall, A. H. (1992). *Impact of effective teaching research on student achievement and teacher performance:* Equity and access implications for quality education. Jackson, MS: Jackson State University. (ERIC Document Reproduction Service No. ED 348 360).

2.1 Teacher uses developmental factors and theories to guide instruction

Aligns with *InTASC Standard #8: Instructional Strategies*. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to access and appropriately apply information.

Research points to the fact that aspects of development—neural, cognitive, social, psychological, physical, and ethical have far-reaching effects on children's ability to learn (Bransford, Brown, & Cocking, 2002; Shonkoff & Phillips, 2000). It is essential that educators know the "typical" patterns of human development in order to understand what to expect of students at different ages (preschool/kindergarten, primary, intermediate, junior high school, and high school)and to plan age-appropriate instruction based on various teaching and instructional models that optimize students' ability to engage with and learn from the curriculum (Rothstein, 1990).

References:

Bransford, J. D., Brown, A. L., & Cocking, R. (2002). *How people learn: Brain, mind, experience, and school*. Washington, DC: National Academies Press.

Rothstein, P. (1990). Educational psychology. New York: McGraw-Hill.

Shonkoff, J. P., & Phillips, D. A. (Eds.). (2000). From neurons to neighborhoods: The science of early childhood development. Washington, DC: National Academy Press.

2.2 Teacher encourages student responsibility for their own learning

Aligns with *InTASC Standard #1: Learner Development*. The teacher understands how children learn and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

The research and theoretical base for creating a classroom environment where students take greater responsibility for their learning shows that students achieve at higher levels when they are more self-reliant, self-directed in their learning, are more motivated to learn, and are more efficient in their learning (Hom & Murphy, 1983). Students that better understand their strengths and weaknesses as learners can leverage their strengths in learning situations (Blakey & Spence, 1990).

References:

Blakey, E., & Spence, S. (1990). *Developing metacognition*. Syracuse, NY: ERIC Clearinghouse on Information Resources. [ED327218]

Hom, H. L., & Murphy, M. D. (1985). Low need achievers' performance: The positive impact of a self- determined goal. *Personality and Social Psychology Bulletin*, 11,275-285.

2.3 Teacher applies theories of learning to differentiate instruction

Aligns with *InTASC Standard #2: Learning Differences*. The teacher uses understanding of individual differences and diverse communities to ensure inclusive learning environments that allow each learner to reach his/her full potential.

Danielson (1996) asserts that understanding the developmental context of the subject matter being taught enables teachers to construct instructional goals appropriate to students with particular needs. It also allows them to observe important pattern of development of students within a content area, which is particularly important in the areas of science and math at all levels and literature and social sciences at the high school level. Research validates that the use various instructional methods that form the basis of differentiated instruction, including:

• Using effective classroom management procedures;

- Promoting student engagement and motivation;
- Assessing student readiness;
- Responding to learning styles;
- Grouping students for instruction; and
- Teaching to the student's zone of proximal development.

(Allan & Tomlinson, 2000; Ellis & Worthington, 1994; Vygotsky, 1978)

Kemp and Hall (1992) found that teachers who adjust the difficulty level of material to student ability have higher rates of achievement in their classes. In a more recent three-year study, scholars found the differentiated instruction consistently yielded positive results across a broad range of targeted groups (McQuarrie, McRae, & Stack-Cutler, 2008).

References:

Allan, S. D., & Tomlinson, C. A. (2000). *Leadership for differentiating schools and classrooms*. Alexandria, VA: Association for Supervision and Curriculum Development.

Danielson, C. (1996). *Enhancing professional practice: A framework for teaching*. Alexandria, VA: Association for Supervision and Curriculum Development.

Ellis, E. S., & Worthington, L. A. (1994). *Research synthesis on effective teaching principles and the design of quality tools for educators* (Technical Report No. 5). Eugene: University of Oregon, National Center to Improve the Tools of Educators.

Kemp, L., & Hall, A. H. (1992). *Impact of effective teaching research on student achievement and teacher performance: Equity and access implications for quality education*. Jackson, MS: Jackson State University. (ERIC Document Reproduction Service No. ED 348 360).

McQuarrie, L., McRae, P., & Stack-Cutler, H. (2008). *Differentiated instruction provincial research review*. Edmonton: Alberta Initiative for School Improvement.

Vygotsky, L. S., (1978). *Mind in society: The development of higher psychological processes*. Cambridge, MA: Harvard University Press.

2.4 Teacher respects and values each student's learning needs

Aligns with *InTASC Standard #2: Learning Differences*. The teacher uses understanding of individual differences and diverse communities to ensure inclusive learning environments that allow each learner to reach his/her full potential.

The existing differentiated instruction model is rooted in cognitive psychology and is based on research linking student achievement with a teacher's ability to consistently adjust content to meet the student's individual learning needs (McTigh

& Brown, 2005; Tieso, 2003; Tomlinson, 1999, 2001, 2003, 2004, 2005). Rock et al. (2008) provides an overview of various studies that document classroom and school-wide changes from traditional classroom instruction to differentiated instruction and the resulting increases in student motivation, engagement and achievement. A research summary by Dunn et. al (2010) describes how students learn and how effective teachers should and could apply the concepts of universal design, differentiated instruction, and embedded learning opportunities into their classrooms.

Several studies (Chatterton 2005; Dono 2004; Levy 2009) found that approximately 30 percent of students learn substantially more when text is accompanied by visual information. Other students learn best through the use of hands-on materials or activities (Fine, 2002) or through the completion of independent tasks (DeBello 1985; Giannitti 1988).

- Chatterton, J. (2005). Effects of individuals' learning-style strengths on reading recall and attitudes with and without pictures. *Dissertation Abstracts International 66*(9): 3217A.
- DeBello, T. (1985). A critical analysis of the achievement and attitude effects of administrative assignments to social studies writing instruction based on identified, eighth grade students' learning style preferences for learning alone, with peers, or with teachers. *Dissertation Abstracts International 47*(1): 68A.
- Dono, M. (2004). Relative effectiveness of print-versus-picture/color/print-oriented testing on fourth grade, low-, average-, and highly achieving students. *Dissertation Abstracts International 66*(2): 495A.
- Dunn, R., Craig, M., Favre, L., Markus, D., Pedota, P., Sookdeo, G., & Terry, B. (2010). No light at the end of tunnel vision: Steps for improving lesson plans. *The Clearing House*, *83*(5): 194-206.
- Fine, D. (2002). Comparison between the learning styles of special and regular education high school students and the effects of responsive teaching on the short- and long-term achievement, attitudes, and behaviors of a subset of SPED adolescents. *Dissertation Abstracts International*, 63(1): 67A.
- Giannitti, M. C. (1988). An experimental investigation of the relationships among the learning style sociological preferences of middle school students, their attitudes and achievement in social studies, and selected instructional strategies. *Dissertation Abstracts* International, *49*(10): 2911A.
- McTighe, J., & Brown, J. (2005). Differentiated instruction and educational standards: Is détente possible? *Theory Into Practice*, 44: 234–244.
- Rock, M. L., Gregg, M., Ellis, E., & Gable, R. A. (2008). REACH: A framework for differentiating classroom instruction. *Preventing School Failure*, *52*(2), 31-47.
- Tieso, C. (2003). Ability grouping is not just tracking anymore. Roper Review, 26, 29–36.

Tomlinson, C. A. (2001). Differentiated instruction in the regular classroom: What does it mean? How does it look? *Understanding Our Gifted, 14*(1): 3–6.

Tomlinson, C. A. (2003). Teaching all students. *Educational Leadership*, 61, 6–87.

Tomlinson, C. A. (2004). Sharing responsibility for differentiating instruction. *Roper Review*, 26: 188.

Tomlinson, C. A. (2005). Differentiated Instruction. *Theory Into Practice*, 4, 185–273.

2.5 Teacher designs lessons based on prior experiences, learning styles, multiple intelligences, strengths and needs

Aligns with *InTASC Standard #2: Learning Differences*. The teacher uses understanding of individual differences and diverse communities to ensure inclusive learning environments that allow each learner to reach his/her full potential.

Danielson (1996, 2007) asserts that excellent teachers carefully monitor their students. Such monitoring provides plenty of information about individual student achievements and challenges, and also provides a great deal of information about the effectiveness, appropriateness, and appeal of the curriculum.

An increasing number of teachers are adopting an approach incorporating Gardner's (1993, 1999) "Multiple Intelligence (MI) theory" which suggests there are a number of types of intelligence rather than just what has been traditionally considered in the measurement of IQ. This often results in improved teaching performance and classrooms that meet the needs of more students. Kaplan and Saccuzzo (2001) further define intelligence as the general potential, independent of prior knowledge.

A 2008 study (Burton, Douglas, & Reese-Durham) examined how Multiple Intelligences and Direct Instruction as teaching strategies affect the achievement scores of students enrolled in an eighth grade mathematics class. The results suggested that performance on a post-mathematics assessment for students exposed to MI scored was considerably higher (25.48 points) compared to those taught using Direct Instruction (17.25).

References:

Burton, K. S., Douglas, O., & Reese-Durham, N. (2008). The effects of the multiple intelligence teaching strategy on the academic achievement of eighth grade math students. *Journal of Instructional Psychology*, 35(2), 182+.

Danielson, C. (1996). *Enhancing professional practice: A framework for teaching*. Alexandria, VA: Association for Supervision and Curriculum Development.

Danielson, C. (2007). *Enhancing professional practice: A framework for teaching*. Alexandria, VA: Association for Supervision and Curriculum Development.

Gardner, H. (1993). Multiple intelligences: the theory in practice. New York: Basic Books.

Gardner, H. (1999). Intelligence reframed: Multiple intelligences for the 21st century. New York: Basic Books.

Hoerr, T. (2002, January). *Applying mi in schools*. Columbia, MD: Johns Hopkins University School of Education. Available from http://www.newhorizons.org/strategies/mi/hoerr2.htm/

Kagan, L. (2000). Multiple intelligences: structure and activities. San Clemente, CA: Kagan Publishings.

Kaplan, R. M. & Saccuzzo, D. P. (2001). *Psychological testing: principles, applications, and issues* (5th ed.). Belmont, CA: Wadsworth/Thomas.

2.6 Teacher designs instruction with considerations for language, culture and family and community values

Aligns with *InTASC Standard #2: Learning Differences*. The teacher uses understanding of individual differences and diverse communities to ensure inclusive learning environments that allow each learner to reach his/her full potential.

Several studies have found evidence that instruction should ensure sensitivity to student culture and agree on the need for teachers to have a deep understanding of the subjects they teach so that they can create the multiple representations necessary to address the diversity of prior experiences and understandings present in their classrooms (Au, 1998; Ladson-Billings, 1994; McDiarmid, 1995; Moll, 1998; Ruddell, 1997; Schmidt, 2005).

Gay's (2000) work on cultural responsive teaching showed that African, Asian, Latino, and Native American students will perform better on multiple measures of achievement when teaching is filtered through their own cultural experiences and frames of reference. She noted that key components of of culturally responsive teaching include teacher caring, teacher attitudes and expectations, formal and informal multicultural curriculum, culturally informed classroom discourse, and cultural congruity in teaching and learning strategies.

References:

Au, L. J. (1998). Social constructivism and the school literacy learning of students with diverse backgrounds. *Journal of Literacy Research*, *30*, 297-319.

Gay, G. (2000). Culturally responsive teaching: Theory, research, and practice. New York: Teacher's College Press.

Ladson-Billings, G. (1994). The dreamkeepers: Successful teachers of African American children. San Francisco: Jossey-Bass.

McDiarmid, G. W. (1995). Realizing new learning for all students: A framework for the professional development of Kentucky teachers. East Lansing, MI: National Center for Research on Teacher Learning.

Moll, L. C. (1998). Turning to the world: Bilingual schooling, literacy, and the cultural mediation of thinking. In T. Shanahan & F. V. Rodriguez-Brown (Eds.), Forty-seventh yearbook of the National Reading Conference (pp. 59-75). Chicago, IL: National Reading Conference.

Ruddell, M. R. (1997). *Teaching content reading and writing* (2nd ed.). New York: Wiley.

Schmidt, P. R. (2005, December). *Culturally responsive instruction: Promoting literacy in secondary content areas*. Naperville, IL: Learning Point Associates. Available from http://www.learningpt.org/literacy/adolescent/cri.pdf

3.1 Teacher designs learning experiences that align to curriculum standards

Aligns with *InTASC Standard #7: Planning for Instruction*. The teacher draws upon knowledge of content areas, cross disciplinary skills, learners, the community, and pedagogy to plan instruction that supports every student in meeting rigorous learning goals.

Danielson (1996, 2007) describes good teachers as having a thorough understanding of the curriculum and knowledge of what methods and materials can be used to complement essential concepts. Knowledge of content and pedagogy are appropriately different for teachers of different levels. The balance between content and pedagogy at different levels are critical; i.e. the content of reading does not change but the pedagogy does whereas in an area like science both the content and pedagogy change. Through deep knowledge of content the teacher knows how to transform the instructional design into a sequence of activities and exercises that make it accessible to students.

References:

Danielson, C. (1996). *Enhancing professional practice: A framework for teaching*. Alexandria, VA: Association for Supervision and Curriculum Development.

Danielson, C. (2007). *Enhancing professional practice: A framework for teaching*. Alexandria, VA: Association for Supervision and Curriculum Development.

3.2 Teacher uses lessons and activities to meet the diverse needs of learners

Aligns with *InTASC Standard #2: Learning Differences*. The teacher uses understanding of individual differences and diverse communities to ensure inclusive learning environments that allow each learner to reach his/her full potential.

Zeichner (1992) summarized the extensive literature describing successful teaching approaches for diverse populations and categorized the key elements for effective teaching for ethnic- and language-minority students. In addition, several studies (Au, 1998; Ball & McDiarmid, 1989; Fuchs et. al., 1997; Ladson-Billings, 1994; Moll, 1998; Ruddell, 1997) have found evidence that elementary instruction should ensure sensitivity to student culture and agree on the need for teachers to have a deep understanding of the subjects they teach so that they can create the multiple representations necessary to address the diversity of prior experiences and understandings present in their classrooms. Extensive research on the benefits of using diverse teaching strategies for diverse learners can also be found in Saravia-Shore (2008).

Danielson (1996, 2007) asserts that teachers who understand the developmental context of the subject matter are better prepared to construct instructional goals appropriate to students with special needs and can observe important patterns of student development within a content area. These patterns of development are particularly important in science and mathematics at all levels, and literature and social sciences at the high school level.

- Au, L. J. (1998). Social constructivism and the school literacy learning of students with diverse backgrounds. *Journal of Literacy Research*, *30*, 297-319.
- Ball, D. L. & McDiarmid, G. W. (1989). *The subject matter preparation of teachers*. (Issue Paper 89-4). East Lansing: Michigan State University, The National Center for Research on Teacher Education.
- Danielson, C. (1996). *Enhancing professional practice: A framework for teaching*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Danielson, C. (2007). *Enhancing professional practice: A framework for teaching*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Fuchs, D., Fuchs, L. S., Mathes, P. G., & Simmons, D. C. (1997). Peer-assisted learning strategies: Making classrooms more responsive to diversity. *American Educational Research Journal*, *34*(1), 174-206.
- Ladson-Billings, G. (1994). The dreamkeepers: Successful teachers of African American children. San Francisco: Jossey-Bass.
- McDiarmid, G. W. (1995). Realizing new learning for all students: A framework for the professional development of Kentucky teachers. East Lansing, MI: National Center for Research on Teacher Learning.
- Moll, L. C. (1998). Turning to the world: Bilingual schooling, literacy, and the cultural mediation of thinking. In T. Shanahan & F.V. Rodriguez-Brown (Eds.), *Forty-seventh yearbook of the National Reading Conference* (pp. 59-75). Chicago, IL: National Reading Conference.
- Ruddell, M. R. (1997). Teaching content reading and writing (2nd ed.). New York: Wiley.
- Saravia-Shore, M. (2008). Diverse teaching strategies for diverse learners. In Cole, R. W. (Ed.), *Educating everybody's children: Diverse teaching strategies for diverse learners*. Alexandria, VA: Association for Supervision and Curriculum Develoment. Available from http://www.ascd.org/publications/books/107003/chapters/Diverse-Teaching-Strategies-for-Diverse-Learners.aspx
- Zeichner, K. (1992, September). *NCRTL special report: Educating teachers for cultural diversity*. East Lansing, MI: Michigan State University, National Center for Research on Teacher Learning. Available from http://ncrtl.msu.edu/http/sreports/sr293.pdf

3.3 Teacher evaluates lessons relative to long and short-term learning goals

Aligns with *InTASC Standard #6: Assessment*. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to document learner progress, and to inform the teacher's ongoing planning and instruction.

Several studies have found that student achievement improves when learning goals and objectives are clearly defined, displayed prominently, and have an articulated relationship to both instructional activities and student assessment (Behr & Bachelor, 1981; Deal & Peterson, 1993; Hallinger & Heck, 1996; Sammons, Hillman, & Mortimore, 1995). Haberman (1995) found that effective teachers incorporate the "big picture", including long term goals, daily practice, engaging students, fostering teacher student rapport, expecting and understanding the range of differences among students.

References:

Behr, G., & Bachelor, B. (1981). *Identifying effective schools: A case study involving black racially isolated minority schools and instructional accomplishments/information systems*. Los Alamos, CA: SWRL Educational Research and Development.

Deal, T. E., & Peterson, K. D. (1993). *The principal's role in change: Technical and symbolic aspects of school improvement*. Madison, WI: University of Wisconsin-Madison, Wisconsin Center for Education Research, National Center for Effective Schools.

Haberman, M. (1995). Star teachers of children in poverty. Bloomington, IN: Kappa Delta Pi.

Hallinger, P., & Heck, R. (1996). Reassessing the principal's role in school effectiveness: A review of empirical research, 1980-1995. *Educational Administration Quarterly*, 32(1), 5-44.

Sammons, P., Hillman, J., & Mortimore, P. (1995, March). *Key characteristics of effective schools: a review of school effectiveness research.* Paper presented at an internal seminar for Ofsted, London: Institute of Education, pp. 1-71.

4.1 Teacher promotes critical thinking and problem-solving skills

Aligns with *InTASC Standard #8: Instructional Strategies*. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Research shows that there is a link between critical thinking skills and increased student achievement. In studies of NAEP score data, Wenglinsky (2002, 2003, 2004) found that teaching critical thinking is associated with higher test scores. Meta-analysis conducted by Hattie (2009) showed that a problem-solving teaching approach yielded a medium effect size ($d = \frac{1}{2}$)

0.61) on student achievement. According to Hembree (1992), the teacher characteristic with the most positive effect on students' performance was specialist training in heuristic methods (d = 0.71). The methods include, for example, Pólya's (1945) four phases of: (1) understanding the problem, (2) obtaining a plan of the solution, (3) carrying out the problem, and (4) examining the solutions obtained. Problem-solving methods can also have a positive influence on student interpersonal outcomes. Almeida and Denham (1984) reported positive effects of interpersonal cognitive problem solving skills on behavioral adjustment and social behaviors (see also Denham & Almeida, 1987).

References:

Almeida, M. C., & and Denham, S. A. (1984, April). *Interpersonal cognitive problem-solving: A meta analysis*. Paper presented at the Annual Meeting of the Eastern Psychological Association, Baltimore, MD.

Denham, S. A., & Almeida, M. C. (1987). Children's social problem-solving skills, behavioral adjustment, and interventions: A meta-analysis involving theory and practice. *Journal of Applied Developmental Psychology*, 8(4), 391-409.

Hattie, J. (2009). Visible learning: A synthesis of over 800 meta-analyses relating to achievement. New York: Routledge.

Hembree, R. (1992). Experiments and relational studies in problem solving: A meta-analysis, *Journal for Research in Mathematics Education*, 23(3), 242-273.

Pólya, G. (1945). How to solve it: A new aspect of mathematical method. Princeton, NJ: Princeton University Press. Wenglisnky, H. (2002, February). How schools matter: The link between classroom practices and student academic performance. Education Policy Analysis Archives, 10(12). Available from http://epaa.asu.edu/epaa/v10n12/

Wenglinsky, H. (2003). Using large-scale research to gauge the impact of instructional practices on student reading comprehension. *Educational Policy Analysis Archives*, 11(9). Available from http://epaa.asu.edu/espaa/v11n9/

Wenglinsky, H. (2004, September). Facts or critical thinking skills? What the NAEP results say. *Educational Leadership*, 62(1), 32-35. Available from http://www.ascd.org/publications/educational-leadership/sept04/vol62/num01/Facts-or-Critical-Thinking-Skills%C2%A2-%E2%80%94-What-NAEP-Results-Say.aspx

4.2 Teacher uses a variety of instructional resources to enhance student learning

Aligns with *InTASC Standard #8: Instructional Strategies*. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Research on the use of technology and other instructional resources to enhance student learning may be found in WestEd's Research Base: Using Technology to Support Diverse Learners (n.d.) and Marzano's Classroom Instruction That Works (2001). Hattie's meta-analysis (2009) found that use of interactive video methods, i.e. a combination of computer-

assisted instruction and video technology, had a medium effect size of d = 0.52 on student achievement.

References:

Hattie, J. (2009). Visible learning: A synthesis of over 800 meta-analyses relating to achievement. New York: Routledge. Marzano, R. J. (2001). Classroom instruction that works: Research-based strategies for increasing student achievement. Alexandria, VA: Association for Supervision and Curriculum Development.

WestEd. (n.d.). *Research base: Using technology to support diverse learners*. San Francisco, CA: Author. Available from http://www.wested.org/pub/docs/tdl/research.htm

4.3 Teacher employs individual and collaborative learning strategies

Aligns with *InTASC Standard #8: Instructional Strategies*. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Hattie (2009) notes that there seems to be universal agreement that cooperative learning is effective, especially when contrasted with competitive and individualistic learning. Meta-analyses that compared cooperative learned versus heterogeneous classes showed a medium effect size of d = 0.41. The effect size for cooperative learning versus individualistic learning was d = 0.59. Cooperative learning was found to have a prime effect on enhancing interest and problem solving provided it is set up with high levels of peer involvement. Marzano et al. (2001) also cite several studies on the benefits of cooperative learning, particularly when a variety of criteria are used for grouping students. Flexible grouping strategies have been found to yield positive results on student learning (Castle, Deniz, & Tortora, 2005). A review of literature on self-regulated learning (Zumbrunn, Tadlock, & Roberts, 2011) showed that learning strategies such as independent reading practice were a valuable predictor of students' reading comprehension scores.

References:

Castle, S., Deniz, C., & Tortora, M. (2005, February). Flexible grouping and student learning in a high-needs school. *Education and Urban Society*, *37*(2), 139-150. Available from http://eus.sagepub.com/content/37/2/139
 Hattie, J. (2009). *Visible learning: A synthesis of over 800 meta-analyses relating to achievement*. New York: Routledge. Marzano, R. J., Pickering, D. J., & Pollock, J. E. (2001). *Classroom instruction that works: Research-based strategies for increasing student achievement*. Alexandria, VA: Association for Supervision and Curriculum Development.
 Zumbrunn, S., Tadlock, J., & Roberts, E. (2011, October). *Encouraging self-regulated learning in the classroom: A review of the literature*. Richmond, VA: Metropolitan Educational Research Consortium, Virginia Commonwealth University.

Available from http://merc.soe.vcu.edu/Reports/Self%20Regulated%20Learning.pdf

5.1 Teacher uses motivation and engagement strategies to positively impact the classroom environment

Aligns with *InTASC Standard #3: Learning Environments*. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation.

A report from the Center on Education Policy discusses various research-based dimensions of student motivation (Usher & Kober, 2012). Studies have shown that higher student motivation to learn is linked not only to better academic performance, but to greater conceptual understanding, satisfaction with school, self-esteem, social adjustment, and to lower dropout rates (Gottfried, 1985; Gottfried, 2009; Ryan & Deci, 2000, 2009). Pintrich (2003) found that if a student believes, for whatever reason, that he or she has limited capacity for learning or feels unlikely to succeed, that student will not be as academically motivated.

Reviews of the literature on student engagement show that higher levels of engagement in school are linked to improved student performance. Research studies cited by Klem and Connell (2004) found student engagement a "robust predictor of student achievement and behavior in school, regardless of socioeconomic status." (p. 262). Students engaged in school are more likely to earn higher grades and test scores and have lower drop-out rates. Wang and Holcombe (2010) note that a growing body of research "also suggests that the social, instructional, and organizational climate of schools influences both students' engagement and their academic achievement" and cite various studies that illuminate this point. Additional research supporting the use of engagement strategies can be found in Akey (2006); Marzano (2007); and the National Center for School Engagement (2006).

- Akey, T. M., (2006, January). School context, student attitudes, and behavior, and academic achievement: An exploratory analysis. New York: MDRC. Available from http://www.mdrc.org/publications/419/full.pdf
- Gottfrield, A. E. (1985). Academic intrinsic motivation in elementary and junior high students. *Journal of Educational Psychology*, 77(6), 631-645.
- Gottfried, A. E. (2009). The role of environment in contextual and social influences on motivation: Generalities, specificities and causality. In K. R. Wentzel & A. Wigfield (Eds.), *Handbook of motivation at school* (pp. 462-475). New York: Routledge.
- Klem, A., & Connell, J. P. (2004, September). Relationships matter: Linking teacher support to student engagement and

achievement. *Journal of School Health*, 74(7), 262-273. Available from http://www.fifeschools.com/fhs/documents/RelationshipsMatterLinkingTeacherSupporttoStudentEngagementandAchievement.pdf

- Marzano, R. J. (2007). *The art and science of teaching: A comprehensive framework for effective instruction*. Alexandria, VA: Association for Supervision and Curriculum Development.
- National Center for School Engagement. (2006, December). *Quantifying school engagement: Research report*. Denver, CO: Author. Available from
 - $\underline{http://www.schoolengagement.org/TruancypreventionRegistry/Admin/Resources/Resources/QuantifyingSchoolEngagementRese}\\ \underline{archReport.pdf}$
- Pintrich, P. R. (2003). A motivation science perspective on the role of student motivation in learning and teaching contexts. *Journal of Educational Psychology*, 95(4), 667-696.
- Ryan, R. M., & Deci, E. L. (2000). Self-determination theory and the facilitation of intrinsic motivation, social development, and well-being. *American Psychologist*, *55*(1), 68-78.
- Ryan, R. M., & Deci, E. L. (2009). Promoting self-determined school engagement: Motivation, learning, and well-being. In K. R. Wentzel & A. Wigfield (Eds.), *Handbook of motivation at school* (pp. 462-475). New York: Routledge.
- Usher, A., & Kober, N. (2012). *Student motivation: An overlook piece of school reform*. Washington, DC: Center on Education Policy. Available from http://www.cep-dc.org/displayDocument.cfm?DocumentID=405
- Wang, M., & Holcombe, R. (2010, September). Adolescent's perceptions of school environment, engagement, and academic achievement in middle school. *American Educational Research Journal*, *47*(3), 633-662. Available from http://aer.sagepub.com/content/47/3/633.full.pdf+html

5.2 Teacher effectively manages time, space, transitions, and activities

Aligns with *InTASC Standard #3: Learning Environments*. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation.

In Classroom Management That Works: Research-Based Strategies for Every Teacher, Marzano et. al (2003) note that research over the past 30 years shows classroom management to be one of the critical ingredients of effective teaching. Based on their meta-analysis, Marzano and colleagues found that classes in which effective classroom management techniques are used have student engagement rates that are .617 standard deviations higher than engagement rates in classes where effective management techniques are not employed. This translates into a 23-percentile point increase in engagement. Classes with effective classroom management techniques reach achievement levels that are .521 standard

deviations higher than the achievement in classes without effective management techniques. This translates into a 20-percentile point increase in achievement. Marzano concluded that "effective classroom management has a powerful impact on students." (p. 10).

Reference:

Marzano, R. J., Marzano, J. S., & Pickering, D. J. (2003). *Classroom management that works: Research-based strategies for every teacher*. Alexandria, VA: Association for Supervision and Curriculum Development. Available from http://www.ascd.org/publications/books/103027.aspx

5.3 Teacher promotes a positive classroom environment and classroom and school culture

Aligns with *InTASC Standard #3: Learning Environments*. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation.

Pickett and Fraser (2010) cite several studies that point to the impacts of positive classroom learning environments on student learning. They note that analyses of large databases, collected as part of the National Assessment of Educational Progress (NAEP), found that the classroom and school environment was a strong predictor of both student achievement and attitudes.

Reference:

Pickett, L., & Frader, B. (2010, January). Creating and assessing positive classroom learning environments. *Childhood Education*, January 1, 2010. Available from

http://www.thefreelibrary.com/Creating+and+assessing+positive+classroom+learning+environments.-a0229717502

6.1 Teacher is dedicated to the consistent use of correct, effective verbal and non-verbal communication

Aligns with *InTASC Standard #3: Learning Environments*. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation.

Haskins (2000) studied the concept of pedagogical communication as a means by which teachers could enhance credibility in the classroom. Pedagogical communication was defined as "a process of communication used by teachers to advance educational subject matter." (Haskins, 2000). Research suggests that behaviors such as effective use of vocal variation (e.g., changes in rate, inflection, volume, movement) or visual variation (e.g., change in facial expressions, eye contact,

gestures) may increase students' cognitive and affective learning (Gorham, 1988; Richmond, Gohan, & McCrosky, 1987). Additionally, the ways in which a teacher communicates information, including delivering a message as free as possible of errors (e.g., grammar, pronounciation, enunciation) bears heavily on students' perceptions of teacher competence (Kearney & Plax, 1999). Other studies have shown that students taught by teachers with greater verbal ability learn more and show more academic success than those taught by teachers with lower verbal skills (Stronge, 2002; Rowan, Chang, & Miller, 1997; Wenglinsky, 2000).

Research on improving instruction for English language learners (ELLs) demonstrates the importance teachers using clear and effective communication. Students learn best when teachers enunciate clearly, add gestures, draw pictures when appropriate, write clearly and legibly, rephrase or paraphrase in shorter sentences and simpler syntax, avoid idioms and slang words, provide frequent summations of the salient points of a lesson, and emphasize key vocabulary words (Reed and Railsback, 2003). According to Samson and Collins (2012), teachers of ELLs should have an understanding of the linguistic demands of tasks and skills to address the role of academic language in their instruction.

- Haskins, W. (2000). Ethos and classroom communication: Suggestions for enhancing classroom credibility in the classroom. *Current Issues in Education* [Online], 3(4). Available from http://cie.ed.asu.edu/volume3/number4
- Gorham, J. (1988). The relationship between verbal teacher immediacy and student learning. *Communication Education*, *37*, 40-53.
- Kearny, P., & Plax, T. G. (1999). *Public speaking in a diverse society* (2nd ed.). Mountain View, CA: Mayfield Publishing Company.
- Reed, B., & Railsback, J. (2003, May). Strategies and resources for mainstream teachers of English language learners. Portland, OR: Northwest Regional Educational Laboratory. Available from www.ode.state.or.us/opportunities/grants/saelp/ellnwrel.pdf
- Richmond, V. P., Gorham, J. S., & McCrosky, J. (1987). The relationship between selected immediacy behaviors and cognitive learning. In M. Laughlin (Ed.), *Communication Yearbook 10* (pp. 574-590). Beverly Hills: Sage.
- Rowan, B., Chiang, F. S., & Miller, R. J. (1997). Using research on employee's performance to study the effects of teachers on student achievement. *Sociology of Education*, 70(4), 256-284.
- Samson, J. F., & Collins, B. A. (2012, April). *Preparing all teachers to meet the needs of English language learners: Applying research to policy and practice for teacher effectiveness*. Washington, DC: Center for American Progress. Available from http://www.americanprogress.org/issues/education/report/2012/04/30/11372/preparing-all-teachers-to-meet-

the-needs-of-english-language-learners/

Stronge, J. H. (2002). *Qualities of effective teachers*. Alexandria, VA: Association for Supervision and Curriculum Development.

Wenglinksy, H. (2000). How teaching matters: Bringing the classroom back into discussion of teacher quality. Princeton, NJ: Milken Family Foundation and Educational Testing Service.

6.2 Teacher is sensitive to differences in culture, gender, intellectual and physical abilities

Aligns with *InTASC Standard #2: Learning Differences*. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Many effective instructional approaches build on students' backgrounds to further the development of their abilities. Zittleman (2004) found, for example, that when teachers became aware of gender-biased behaviors in their teaching and altered these behaviors to reflect equitable instructional practices, gender gaps in student interaction and learning diminished.

Research has also shown that students learn more when their classrooms are compatible with their own cultural and linguistic experience (Au, 1980; Jordan, 1984, 1985, 1995; National Coalition of Advocates for Students, 1988; Trueba & Delgado-Gaitan, 1985). Students may experience confusion and anxiety, become inattentive or unable to seek the teacher's attention or participate in discussions when the norms of interaction and communication in a classroom are very different from those to which students have been accustomed. By acknowledging students' cultural norms and expectations concerning communication and social interaction, teachers can appropriately guide student participation in instructional activities.

Villegas and Lucas (2002) found that an affirming attitude toward students from culturally different backgrounds significantly impacts students' learning, belief in self, and overall academic performance. They cited the works of several researchers who concluded that teachers' attitudes towards students shape the expectations they have of the degree to which students can learn (Irvine, 1990; Pang & Sablan, 1998). Affirming attitudes have been shown to support student achievement (Ladson-Billings, 1994; Lucas, Henze, & Donato, 1990; Nieto, 1996). According to Delpit (1995), teachers who respect cultural differences are more apt to believe that students from nondominant groups are capable learners, even when these children enter school with ways of thinking, talking, and behaving that differ from the dominant cultural norms.

References:

- Au, K. H. (1980, Summer). Participation structures in a reading lesson with Hawaiian children: Analysis of a culturally appropriate instructional event. *Anthropology and Education Quarterly*, 11(2), 91–115.
- Delpit, L. D. (1995). Other people's children: Cultural conflict in the classroom. New York, New Press.
- Irvine, J. J. (1990). Black students and school failure. New York: Greenwood.
- Jordan, C. (1984). Cultural compatibility and the education of Hawaiian children: Implications for mainland educators. *Educational Research Quarterly*, 8(4), 59–71.
- Jordan, C. (1985, Summer). Translating culture: From ethnographic information to educational program. *Anthropology and Education Quarterly*, *16*(2), 104–123.
- Jordan, C. (1995). Creating cultures of schooling: Historical and conceptual background of the KEEP/Rough Rock collaboration. *Bilingual Research Journal*, *19*(1), 83–100.
- Ladson-Billings, G. (1994). The dreamkeepers: Successful teachers of African American children. San Francisco: Jossey-Bass.
- Lucas, T., Henze, R., & Donato, R. (1990). Promoting the success of Latino language minority students: An exploratory study of six high schools. *Harvard Educational Review*, *60*(3), 315-340.
- National Coalition of Advocates for Students. (1988). *New voices: Immigrant Students in U. S. public schools*. Boston: Author.
- Nieto, S. (1996). Affirming diversity: The sociopolitical context of education. White Plains, NY: Longman.
- Pang, V. O., & Sablan, V. A. (1998). Teacher efficacy: How do teachers feel about their abilities to teach African American students? In M. E. Dilworth (Ed.), *Being responsive to cultural differences* (pp. 39-58). Thousand Oaks, CA: Corwin Press.
- Trueba, H., & Delgado-Gaitan, C. (1985). Socialization of Mexican children for cooperation and competition: Sharing and copying. *Journal of Educational Equity and Leadership*, 5(3),189–204.
- Villegas, A. M., & Lucas, T. (2002, January/February). Preparing culturally responsive teachers: Rethinking the curriculum. *Journal of Teacher Education*, *53*(1), 20-32.
- Zittleman, K. R. (2004). *Making public schools great for every girl and boy gender equity in the mathematics and science classroom: Confronting the barriers that remain.* Washington, DC: National Educational Association.

6.3 Teacher supports and expands safe, free and respectful learning expression

Aligns with *InTASC Standard #3: Learning Environments*. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation.

Educational research supports creating an atmosphere of mutual respect and support in the classroom, where students feels safe in expressing concerns or asking questions, and where tolerance and a sense of common identity and community are supported (Shepard, 2000; Stronge 2002; Wilen et al., 2004). Impacts of a positive classroom emotional climate on student engagement and academic achievement are documented in Reyes, et al. (2102) where the authors note that "teachers in classrooms high in classroom emotional climate are aware of their students' emotional and academic needs and respond to their students by choosing age-appropriate activities that both encourage self-expression and cater to their interests and points of view."

References:

Reyes, M. R., Brackett, M. A., Rivers, S. E., White, M., & Salovely, P. (2012, March 5). Classroom emotional climate, student engagement, and academic achievement. *Journal of Educational Psychology Online First Publication*, March 5, 2012, doi: 10.1037/a0027268. Available from

http://heblab.research.yale.edu/pub pdf/pub316 Reyesetal.2012 CECJEPOnlineFirst.pdf

Shepard, L. A. (2000). The role of assessment in a learning culture. Educational Researcher, 29 (7), 4-14.

Stronge, J. H. (2002). *Qualities of effective teachers*. Alexandria, VA: Association for Supervision and Curriculum Development.

Wilen, W., Bosse, M. I., Hutchinson, J., & Kindsvatter, R. (2004). Planning for teaching. In *Dynamics of Effective Secondary Teaching* (5th ed.) (pp. 134-165). Boston: Pearson.

6.4 Teacher promotes the effective use of technology and media communication tools

Aligns with *InTASC Standard #8: Instructional Strategies*. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Hattie (2009) notes that meta-analyses of computer-assisted instruction shows an average effect size of d = 0.37. The use of computers has been found to assist in engagement and positive attitudes to learning and school. Studies have shown that effective use of computers involves (a) diversity of teaching strategies; (b) pretraining in the use of computers as teaching and learning tools; (c) multiple opportunities for learning (e.g., deliberative practice, increasing time on task); (d) the student, not teacher, is in "control" of learning; (e) peer learning is optimized; and (f) feedback is optimized.

Program evaluation findings for the Enhancing Missouri's Instructional Networked Teaching Strategies (eMINTS) program

from 1999-2009 showed that students in eMINTS classrooms significantly outperformed students enrolled in non-eMINTS classrooms on the Missouri Assessment Program (MAP) (Learning Points Associates, 2010). Another study of program showed that participating teachers transitioned from teacher-centered models to hybrid or student-centered models of instruction (OSEDA, 2003).

Several other studies have demonstrated a positive association between the use of computer-assisted instruction and student learning (Erdner, Guy, & Bush, 1998; Mathes, Torgeson, & Allor, 2001).

References:

Erdner, R. A., Guy, R. F.; & Bush, A. (1998). The impact of a year of computer assisted instruction on the development of first grade. *Journal of Computing Research*, 18(4), 369-386.

Hattie, J. (2009). Visible learning: A synthesis of over 800 meta-analyses relating to achievement. New York: Routledge. Learning Points Associates. (2010). A summary of external program evaluation findings for the eMINTS (enhancing Missouri's Instructional Networked Teaching Strategies) program from 1999-2009. Naperville, IL: Author. Available from http://www.emints.org/wp-content/uploads/2011/07/summary emints research.pdf

Mathes, P. G., Torgeson, J. K., & Allor, J. H. (2001). The effects of peer-assisted literacy strategies for first-grade readers with and without computer assisted instruction in phonological awareness. *American Educational Research Journal*, 38(2), 371-410.

Office of Social and Economic Data Analysis. (2003). *Assessing instructional practices in eMINTS classrooms*. Columbia, MO: Author. Available from http://www.emints.org/wp-content/uploads/2011/07/expansion3.pdf

7.1 Teacher effectively uses multiple assessment modes and approaches to assess student learning

Aligns with *InTASC Standard #6: Assessment*. The teacher understands and uses multiple methods of assessments to engage learners in their own growth, to monitor learner progress, and guide the teacher's and learner's decision making.

Several literature reviews on the use of multiple forms of assessment have been conducted. In their review of over 250 articles, Black and William (1998) placed the effect size for learning gains in interventions involving aspects of formative assessment between 0.4 and 0.7 in studies with pre and post measures of student learning. While gains were seen across student achievement levels, gains were highest for lower achieving students. Studies on the benefits of formative assessment are also documented in Furtak (n.d.); Fuchs, Fuchs, Hamlett, & Stecker (1991); Fuchs, Fuchs, Karns, Hamlett, & Katzaroff (1999); Marzano (2009); Schunk & Rice (1991); and Svedkauskaite (2005).

References:

Black, P., & William, D. (1988). Assessment and Classroom Learning. Assessment in Education, 5(1), 7-74.

Fuchs, L. S., Fuchs, D., Hamlett, C. L., & Stecker, P. M. (1991). Effects of curriculum-based measurement and consultation on teacher planning and student achievement in mathematics operations. *American Educational Research Journal*, 28(3), 617-641.

Fuchs, L. S., Fuchs, D., Karns, K., Hamlett, C. L., & Katzaroff, M. (1999). Mathematics performance assessments in the classroom: Effects on teacher planning and student problem solving. *American Educational Research Journal*, *36*(3), 609-646.

Furtak, E. M. (n.d.). Formative assessment in K-8 science education: A conceptual review. Washington, DC: National Research Council for Science Learning. Available from

http://www7.nationalacademies.org/bose/Furtak Commissioned Paper.pdf

Marzano, R. J. (2009). Formative assessment and standards-based grading: Classroom strategies that work. Bloomington, IN: Marzano Research Laboratory. Available from

http://www.marzanoresearch.com/products/catalog.aspx?product=55

Schunk, D, H., & Rice, J. M. (1991). Learning goals and progress feedback during reading comprehension instruction. *Journal of Reading Behavior*, 23(3), 351-364.

Svedkauskaite, A. (2005). *Critical issue: Multiple dimensions of assessment that support student progress in science and mathematics*. Naperville, IL: North Central Regional Educational Laboratory. Available from http://www.ncrel.org/sdrs/areas/issues/content/cntareas/science/sc700.htm

7.2 Teacher uses assessment data to improve student learning

Aligns with *InTASC Standard #6: Assessment*. The teacher understands and uses multiple methods of assessments to engage learners in their own growth, to monitor learner progress, and guide the teacher's and learner's decision making.

The Institute of Education Sciences (IES) Practice Guide, *Using Student Achievement Data to Support Instructional Decision Making* (2009), cites several studies on the importance of making data part of an ongoing cycle of instructional improvement and offers recommendations on how teachers can use assessment data to improve student learning. According to Safer and Fleishman (2005), research has demonstrated that when teachers use student progress monitoring, students learn more, teacher decision making improves, and students become aware of their own performance. A significant body of research conducted over the past 30 years has shown that student progress monitoring is a reliable and valid predictor of subsequent performance on a variety of outcome measures.

References:

Hamilton, L., Halverson, R., Jackson, S., Mandinach, E., Supovitz, J., & Wayman, J. (2009). *Using student achievement data to support instructional decision making* (NCEE 2009-4067). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Available from http://ies.ed.gov/ncee/wwc/PracticeGuide.aspx?sid=12

Safer, N., & Fleischman, S. (2005, February). Research Matters: How student progress monitoring improves instruction. *Educational Leadership*, 62(5), pp. 81-83. Available from http://www.studentprogress.org/library/ArticlesResearch/Edleadershiparticle.pdf

7.3 Teacher involves students in self-assessment strategies

Aligns with *InTASC Standard #6: Assessment*. The teacher understands and uses multiple methods of assessments to engage learners in their own growth, to monitor learner progress, and guide the teacher's and learner's decision making.

Lavery (2008) found that that use of student self-evaluation had a medium effect (d = 0.62) on student learning. Self-evaluation was defined as "setting standards and using them for self-judgment," such as checking work before handing it in to the teacher. The Institute of Education Sciences (IES) Practice Guide, *Using Student Achievement Data to Support Instructional Decision Making* (2009), cites several studies on the importance of involving students in self-assessment. According to Black et al. (2003), students are best prepared to learn from their own achievement data when they understand the learning objectives and when they receive data in a user friendly format. Additional studies showing an association between involving students in self-assessment and student achievement include Declos & Harrington (1991) and Schunk (1996).

References:

Black, P., Harrison, C., Lee, C., Marshall, B., & William, D. (2003). *Assessment for learning: Putting it into practice*. Maidenhead, UK: Open University Press.

Declos, V. R., & Harrington, C. (1991). Effects of strategy monitoring and proactive instruction on children's problem-solving performance. *Journal of Educational Psychology*, 83(1), 45-42.

Hamilton, L., Halverson, R., Jackson, S., Mandinach, E., Supovitz, J., & Wayman, J. (2009). *Using student achievement data to support instructional decision making* (NCEE 2009-4067). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Available from http://ies.ed.gov/ncee/wwc/PracticeGuide.aspx?sid=12

Lavery, L. (2008). *Self-regulated learning for academic success: An evaluation of instructional techniques*. Unpublished Ph.D., The University of Auckland, Auckland.

Shunk, D. H. (1996). Goal and self-evaluative influences during children's cognitive skills learning. *American Educational Research Journal*, *33*(2), 359-382.

7.4 Teacher uses data on student learning to plan future instruction

Aligns with *InTASC Standard #6: Assessment*. The teacher understands and uses multiple methods of assessments to engage learners in their own growth, to monitor learner progress, and guide the teacher's and learner's decision making.

The Institute of Education Sciences (IES) Practice Guide, *Using Student Achievement Data to Support Instructional Decision Making* (2009), cites several studies on the importance of making data part of an ongoing cycle of instructional improvement.

Reference:

Hamilton, L., Halverson, R., Jackson, S., Mandinach, E., Supovitz, J., & Wayman, J. (2009). *Using student achievement data to support instructional decision making* (NCEE 2009-4067). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Available from http://ies.ed.gov/ncee/wwc/PracticeGuide.aspx?sid=12

7.5 Teacher maintains confidentiality in regards to records of student performance

Aligns with *InTASC Standard #6: Assessment*. The teacher understands and uses multiple methods of assessments to engage learners in their own growth, to monitor learner progress, and guide the teacher's and learner's decision making.

According the the MDESE *Data Access and Management Policy* (2007), the Missouri Student Information System (MOSIS) provides data needed for supporting data-driven decision making and facilitating state and federal reporting, including data required for the federal *No Child Left Behind Act*. Missouri adheres to the confidentiality requirements of both federal and state laws including, but not limited to the federal Family Educational Rights and Privacy Act (FERPA) and the Individuals with Disabilities Education Act (IDEA, 34 CFR §§ 300.127 and 300.560-300.576), and Missouri statutes and regulations (e.g., Sections 160.522, 167.020 and 452.376). All of these laws and policies are essential to maintaining the confidentiality of student records as they are collected and as they are maintained within MOSIS. As such, teachers are required to adhere to these policies and the respective procedures for maintaining confidentiality in regards to records of

student performance.

References:

Missouri Department of Elementary and Secondary Education (2007, June). *Data access and management policy*. Available from http://dese.mo.gov/MOSIS/

7.6 Teacher commits to collaborative work sharing and analyzing data on student performance

Aligns with *InTASC Standard #6: Assessment*. The teacher understands and uses multiple methods of assessments to engage learners in their own growth, to monitor learner progress, and guide the teacher's and learner's decision making.

The Institute of Education Sciences (IES) Practice Guide, *Using Student Achievement Data to Support Instructional Decision Making* (2009), cites several studies on the importance of teachers working collaboratively to share and analyze data on student performance. When teachers interpret data collaboratively in grade-devel or department-specific teams, they can begin to adopt some common instructional and assessment practices as well as common expectations for student performance (Fiarman, 2007; Halverson, Prichett, & Watson, 2007; Halverson et al., 2007). According to IES, collaboration also allows teachers to "develop a collective understanding of the needs of individual students in their school, so that they can work as an organization to provide support for all students" (Hamilton et al., 2009, p. 14). Teacher participation in professional learning communities (PLCs) had a positive effect on student learning, according to a literature review conducted by Vescio, Ross, and Adams (2005). Several studies reviewed showed that student learning was enhanced when teachers participated in data-directed dialogue and adjusted instruction to meet the needs of their students (Strahan, 2003; Phillips, 2003).

Good and Jackson (2007) examined the impact of the Data Collaborative Model (DMC) on student achievement through the Texas Assessment of Knowledge and Skills (TAKS). The DCM includes assessing students, reflecting on data, professional dialogue and professional development for teachers, interventions for students based on data results, and reassessing to measure the impact of the changes made in both teacher practice and student interventions. Results showed a statistically significant difference in the state assessment mathematics passing rate for campuses which understood and used the DCM process and tools at a "high" level for a consecutive 3-year period compared to those having a lower level of understanding and usage of the DCM process and tools during the same time period.

- Fiarman, S. E. (2007). Planning to assess progress: Mason Elementary School refines an instructional strategy. In K. P. Boudett & J. Steele (Eds.), *Data wise in action: Stories of schools using data to improve teaching and learning* (pp. 125-148). Cambridge, MA: Harvard Education Press.
- Good, R. B., & Jackson, S. H. (2007). Improving instruction using a data analysis collaborative model. *AASA Journal of Scholarship and Practice*, *4*(3), 34-41. Available from http://www.eric.ed.gov/ERICWebPortal/search/detailmini.jsp?ERICExtSearch SearchValue 0=EJ831307&ERICExtSearch SearchValue 0=no&accno=EJ831307
- Halverson, R., Grigg, J., Pritchett, R., & Thomas, C. (2007). The new instructional leadership: Creating data-driven instructional systems in schools. *Journal of School Leadership*, *17*(2), 158-193.
- Halverson, R., Prichett, R. B., & Watson, J. G. (2007). Formative feedback systems and the new instructional leadership. Madison, WI: University of Wisconsin.
- Hamilton, L., Halverson, R., Jackson, S., Mandinach, E., Supovitz, J., & Wayman, J. (2009). *Using student achievement data to support instructional decision making* (NCEE 2009-4067). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Available from http://ies.ed.gov/ncee/wwc/PracticeGuide.aspx?sid=12

8.1 Teacher engages in self-assessment and reflection to improve professional practice

Aligns with *InTASC Standard #9: Professional Learning and Ethical Practice*. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Several studies assert that reflection fosters continuous improvement of teaching and learning that ultimately results in increased student achievement (DuFour & Eaker, 1998; Hawley & Valli, 1999; Ingvarson, Meiers, & Beavis, 2005; Osterman & Kottkamp, 2004). Larrivee (2000) states that "when teachers become reflective practitioners, they move beyond a knowledge base of discrete skills to a stage where they integrate and modify skills to fit special contexts, the ability to create personal solutions to problems, and to invent new strategies." Two studies (Cohen & Hill, 1998; U.S. Department of Education, 2000) found that the most effective professional development sessions provide teachers time to collaborate with one another and to discuss their professional development experience. Garet, et al. (2001) point to self-reflection as essential component of effective professional development.

Meta-analysis conducted by Hattie (2009) found that microteaching followed by analysis and discussion, typically used in

on-campus clinical experiences for teacher preparation students, resulted in a high effect size (d = 0.88) on student achievement. Laboratory experiences and microteaching are effective for in-service teachers as well, but are not typically utilized.

References:

- Cohen, D. K., & Hill, H. C. (1998). *Instructional policy and classroom performance: The mathematics reform in California*. Philadelphia, PA: Consortium for Policy Research in Education.
- DuFour, R., & Eaker, R. (1998). *Professional learning communities at work: Best practices for enhancing student achievement.* Bloomington, IN: National Education Service.
- Garet, M. S., Porter, A. C., Desimone, L., Birman, B., & Yoon, K. (2001). What makes professional development effective? *American Education Research Journal*, 38(4), 915-945.
- Hattie, J. (2009). *Visible learning: A synthesis of over 800 meta-analyses relating to achievement*. New York: Routledge. Hawley, W., & Valli, L. (1999). The essentials of effective professional development. In L. Darling-Hammond & G. Sykes (Eds.), *Teaching as the learning profession: Handbook of policy and practice*. San Francisco, CA: Jossey-Bass Publishers.
- Ingvarson, L., Meiers, M., & Beavis, A. (2005, January 29). Factors affecting the impact of professional development programs on teachers' knowledge, practice, student outcomes & efficacy. *Education Policy Analysis Archives*, 13(10).
- Larrivee, B. (2000). Transforming teaching practice: Becoming the critically reflective teacher. *Reflective Practice*, 1(3), 293-307.
- Osterman, K. F., & Kottkamp, R. B. (2004). *Reflective practice for educators: Professional development to improve student learning.* Thousand Oaks, CA: Corwin.
- U.S. Department of Education, Planning and Evaluation Service. (2000). *Does professional development change teaching practice? Results from a three-year study*. Washington, DC: Office of the Under Secretary.

8.2 Teacher uses available resources to support professional learning

Aligns with *InTASC Standard #9: Professional Learning and Ethical Practice*. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

A recent literature review (Yoon, Duncan, Lee, & Shapley, 2008) on the effects of teachers' professional development on student achievement found an medium effect size (d = 0.54). Teachers who receive substantial professional development, an average of 49 hours, were able to boost their students' achievement by about 21 percentile points. Timperley, et al. (2007) reviewed 72 studies that assessed the effects of professional development on student outcomes and found an overall effect size of d = 0.66, considered a moderate effect.

References:

Timperley, H., Wilson, A., Barrar, H., & Fung, I. (2007). *Teacher professional learning and development: Best evidence synthesis iteration*. Auckland, New Zealand: Ministry of Education.

Yoon, K. S., Duncan, T., Lee, S. W. Y., Scarloss, B., & Shapley, K. L. (2008, March). The effects of teachers' professional development on student achievement: Findings from a systematic review of evidence. Paper presented at the annual meeting of the American Educational Research Association, New York. Available from http://www.pdal.net/inc/docs/AERA%202008%20Paper final PD%20research%20review.pdf

8.3 Teacher aligns practice to district policies and school structures

Aligns with *InTASC Standard #9: Professional Learning and Ethical Practice*. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on other (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Fullan (1991), Howley & Brown (2001), and Newmann, King, & Youngs (2001) have established the importance of school structures and policies to successful school improvement and reform. Cotton (1995, 2000) cites the importance of teachers' use of building and district curriculum resources for instructional planning and conducting periodic curriculum alignment and review efforts to ensure alignment with school and district goals and policies. Cotton also stressed the importance collaborative curriculum planning and decision making to ensure schoolwide continuity across grade levels and courses so that teachers understand where they fit in with the curriculum.

A study of Chicago elementary schools showed that those with stronger instructional program coherence had higher gains in student achievement (Newman, Smith, Allenswork, & Bryk, 2001). Kedro (2004) also found that student achievement is positively affected by a "combination of a shared districtwide vision to improve teaching and learning; extensive professional development; data-driven decision making; and consistent instruction across the district that, is, *instructional program coherence*" (p. 30).

References

- Cotton, K. (1995). *Effective schooling practices: A research synthesis 1995 update*. Portland, OR: Northwest Regional Educational Laboratory. Retrieved June 6, 2013 from http://www.nwrel.org/scpd/esp/esp95.html.
- Cotton, K. (2000). *The schooling practices that matter most*. Portland, OR: Northwest Regional Educational Laboratory. Alexandria, VA: Association for Supervision and Curriculum Development.
- Fullan, M., with S. Stiegelbauer. (1991). *The new meaning of educational change* (2nd ed.). New York: Teachers College Press.
- Howley, C., & Brown, P. (2001, April). *To continue, press on: Sustaining school improvement.* Paper presented at the annual meeting of the American Educational Research Association, Seattle, WA.
- Kedro, M. J. (2004). Coherence: When the puzzle is complete. *Principal Leadership (High Schools Edition), 4*(8), 28-32.
- Newmann, F. M., King, M. B., & Youngs, P. (2000). Professional development that addresses school capacity: Lessons from urban elementary schools. *American Journal of Education*, 259-299.
- Newman, F. M., Smith, B., Allensworth, E., & Bryk, A. S. (2001). Instructional program coherence: What it is and why it should guide school improvement. *Educational Evaluation and Policy Analysis*, 23(4), 297-321.

9.1 Teacher participates in building the vision, mission, values and goals through work with their mentor

Aligns with *InTASC Standard #10: Leadership and Collaboration*. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Strong, Fletcher, and Villar (2004) suggest that comprehensive induction (i.e., regular meetings in addition to other structured learning opportunities) supports new teachers' development of skills and abilities more rapidly, thus minimizing the time it takes to reach the level of more experienced peers. Several small-scale studies (Huling-Austin, 1990; Odell & Ferraro, 1992) reported that induction and mentoring programs improved new teacher quality. Similarly, a handful of studies (Schaffer, Stringfield, & Wolffe, 1992; Weiss & Weiss, 1999) found that such programs improve new teacher effectiveness.

More recently, the US Department of Education funded Mathematic Policy Research of Princeton, New Jersey to investigate the impacts of induction and mentoring programs on retention, classroom practices, and student achievement. This randomized controlled study collected data from 1,009 beginning teachers in 418 schools in 17 large, urban, low-income public school districts and followed the teachers for three years. The study (Glazerman et al., 2010) found no

significant differences between the student achievements of the teachers in either treatment or control groups after their first two years. However, student achievement of treatment teachers was significantly higher after three years for a small sub-set of teachers whose students had both pretest and posttest scores. Ingersoll and Strong (2011) summarized the student achievement as "equivalent to moving the average student from the 50th percentile to the 54th percentile in reading and to the 58th percentile in math" due to the significant improvement of teachers' effectiveness.

Instructional coaching has also emerged as a promising strategy for increasing student achievement (Kohler, Crilly, Shearer, & Goode, 2001; Alliance for Excellent Education, 2006). Results of one study (Garcia, Jones, Holland, & Mundy, n.d.) found increased student achievement for students whose teachers received site-based coaching, particularly in 6th grade mathematics and reading, 7th grade writing, and 8th grade science and social studies. Research also indicates that teachers who are supported by instructional coaches are more likely to implement newly-learned instructional strategies (Barr, Simmons, & Zarrow, 2003; Coggins, Stoddard, & Cutler, 2003; WestEd, 2000).

Leithwood, Louis, Anderson, and Wahlstrom (2004) suggest that an interconnected system of leadership has the potential to positively affect student learning. Marks and Printy (2003) found student achievement to be substantial in schools implementing integrated and shared leadership models.

- Barr, K., Simmons, B., & Zarrow, J. (2003). *School coaching in context: A case study in capacity building*. Paper presented at the American Educational Research Association annual meting, Chicago.
- Coggins, C., Stoddard, P., & Cutler, E. (2003). *Improving instructional capacity through field-based reform coaches*. Paper presented at the American Educational Research Association annual meeting, Chicago.
- Garcia, S. G., Jones, D., Holland, G., & Mundy, M. A. Instructional coaching at selected middle schools in south Texas and effects on student achievement. *Journal of Instructional Pedagogies*, 1-16.
- Glazerman, S., Isenberg, E., Dolfin, S., Bleeker, M., Johnson, A., Grider, M., & Jacobus, M. (2010). *Impacts of comprehensive teacher induction: Final results from a randomized controlled study* (NCEE 2010-4027). Washington, DC: US Department of Education.
- Huling-Austin, L. (1990). Teacher induction programs and internships. In W. R. Houston, M. Haberman, & J. Sikula (Eds.), *Handbook of research in teacher education*. New York, NY: MacMillan Publishing Co.
- Ingersoll, R., & Strong, M. (2011). The impact of induction and mentoring programs for beginning teachers: A critical review of the research. *Review of Education Research*, 81(2), 201-233.

Kohler, F., Crilley, K., Shearer, D., & Good, G. (2001). Effects of peer coaching on teacher and student outcomes. *Journal of Educational Research*, *90*, 240-250.

Leithwood, K., Louis, K. S., Anderson, S., & Wahlstrom, K. (2004). *How leadership influences student learning: Review of research*. New York, NY: The Wallace Foundation.

Marks, H. M., & Printy, S. M. (2003). Principal leadership and school performance: An integration of transformational and instructional leadership. *Educational Administration Quarterly*, *39*(3), 370-397.

Odell, S. J., & Ferraro, D. P. (1992). Teacher mentoring and teacher retention. *Journal of Teacher Education*, *43*(3), 200-204. Schaffer, E. C., Stringfield, S., & Wolffe, D. M. (1992). An innovative beginning teacher induction program: A two-year analysis of classroom interactions. *Journal of Teacher Education*, *43*(3), 181-192.

Strong, M., Fletcher, S., & Villar, A. (2004). *An investigation of the effects of teacher experience and teacher preparedness on the performance of Latino student in California*. Santa Cruz, CA: New Teacher Center.

Weiss, E. M., & Weiss, S. G. (1999). *Beginning teacher induction* [ERIC digest]. Washington, DC: ERIC Clearinghouse on Teaching and Teacher Education.

WestEd. (2000). *Teachers who learn, kids who achieve – A look at schools with model professional development*. San Francisco, CA: Author.

9.2 Teacher knows how to work with others across the system to identify and provide needed support services

Aligns with *InTASC Standard #10: Leadership and Collaboration*. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, and other school professionals, and community members to ensure learner growth, and to advance the professions.

Aligns with *InTASC Standard #2: Learning Differences*. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards. *2(f) The teacher accesses resources, supports and specialized assistance and services to meet particular learning differences or needs.*

Research on effective schools and effective teachers has identified the types of monitoring efforts shown to be effective, including reviewing student performance data to ensure early identification and support for students with learning difficulties and making summaries of student performance available to all staff for use in planning and intervention (Betts, Zau, & Rice, 2003; Block & Burns, 1976; Blum & Butler, 1985; Brophy & Good, 1986; Charles A. Dana Center, 1999; Cotton, 2000; Designs for Change, 1998; Foegen et al., 2007; Lein, Johnson, & Ragland, 1997; Levine & Lezotte, 1995; McTighe, 2008; Porter & Brophy, 1988; Stronge, Ward, Tucker, & Hindman, 2007; Yesseldyke & Bolt, 2007).

Fuchs and Fuchs' (2002) analysis of research on student progress monitoring found that when teachers use systematic progress monitoring to track student progress in reading, mathematics, or spelling, they are better able to identify students in need of additional or different types of classroom instruction. They are also better equipped to design enhanced instructional programs that result in increased student achievement. Fuchs, Deno, and Mirkin (1984) conducted a study in the New York City Public Schools where two groups of teachers were tracked for 18 weeks, with only one group systematically monitoring student performance. Students whose teachers employed a curriculum-based measurement (CBM) process had statistically significant better achievement results than students of teachers who did not emply a CBM process.

References:

- Betts, J. R., Zau, A. C., & Rice, L. A. (2003). *Determinants of student achievement: New evidence from San Diego*. San Francisco, CA: Public Policy Institute of California.
- Block, J. H., & Burns, R. B. (1976). Mastery learning. In L. S. Schulman (Ed.), *Review of research in education*: Vol. 4 (pp. 3-49). Itasca, IL: F.E. Peacock.
- Blum, R. E., & Butler, J. A. (1985). Managing improvement by profiling. Educational Leadership, 42(6), 54-58.
- Brophy, J. E., & Good, T. L. (1986). Teacher behavior and student achievement. In M. C. Wittrock (Ed.), *Handbook of research on teaching* (3rd ed., pp. 328-375). New York, NY: Macmillan.
- Charles A. Dana Center, University of Texas at Austin. (1999). *Hope for urban education: A study of nine high-performing, high-poverty, urban elementary schools.* Washington, DC: U.S. Department of Education, Planning, and Education Service.
- Cotton, K. (2000). The schooling practices that matter most. Portland, OR: Northwest Regional Educational Laboratory. Designs for Change. (1998). Practices of schools with substantially improved reading achievement. Chicago, IL: Chicago Public Schools.
- Foegen, A., Jiban, C., & Deno, S. (2007). Progress monitoring measures in mathematics: A review of the literature. *Journal of Special Education*, 41(2), 121-139.
- Fuchs, L. S., Deno, S. L., & Mirkin, P. K. (1984). The effects of frequent curriculum-based measurement and evaluation on student achievement, pedagogy, and student awareness of learning. *American Educational Research Journal*, 21, 449-460.
- Fuchs, L. S., & Fuchs, D. (2002). What is scientifically-based research on progress monitoring? (Technical report). Nashville, TN: Vanderbilt University.
- Hamilton, L., Halverson, R., Jackson, S., Mandinach, E., Supovitz, J., & Wayman, J. (2009). Using student achievement data

to support instructional decision making (NCEE 2009-4067). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education.

Lein, L., Johnson, J. F., & Ragland, M. (1997). Successful Texas schoolwide programs: Research study results. Austin, TX: Charles A. Dana Center, University of Texas at Austin.

Levine, D. U., & Lezotte, L. W. (1990). *Unusually effective schools: A review and analysis of research and practice*. Madison, WI: The National Center for Effective Schools Research and Development.

McTighe, J. (2008, May). Making the most of professional learning communities. The Learning Principal, 3(8), 1-7.

Porter, A. C., & Brophy, J. (1988). Synthesis of research on good teaching: Insights from the work of the Institute for Research on Teaching. *Educational Leadership*, 45(8), 74-85.

Stronge, J. H., Ward, T. J., Tucker, P. D., & Hindman, J. L. (2007). What is the relationship between teacher quality and student achievement? An exploratory study. *Journal of Personnel Evaluation in Education*, 20(3-4), 165-184.

Yesseldyke, J., & Bolt, D. M. (2007). Effect of technology-enhanced continuous progress monitoring on math achievement. *School Psychology Review*, *36*(3), 453–467.

9.3 Teacher develops relationships and cooperative partnerships with students, families and the community

Aligns with *InTASC Standard #10: Leadership and Collaboration*. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Several studies have found that when teachers develop supportive relationships with students, students become more engaged in that they work harder in the classroom, persevere in the face of difficulties, accept teacher direction and criticism, cope better with stress, and are more attentive in the classroom (Little & Kobak, 2003; Midgley, Feldlauffer, & Eccles, 1989; Ridley, McWilliams, & Oates, 2000; Skinner & Belmont, 1993; Wentzel, 1999). A meta-analysis conducted by Cornelius-White (2007) showed a high effect size (d = 0.72) for teacher-student relationships and increased student achievement. A series of studies conducted by the National Network of Partnership Schools (Epstein, 2005) showed increased student achievement in mathematics at schools where teachers implemented math homework that required parent-child interactions and offered math materials for families to take home (Sheldon & Epstein, 2005a). A review of literature on family involvement with students on reading indicated that, across grade levels, interventions to involve families in reading and language arts positively affected students' reading skills and scores (Sheldon & Epstein, 2005b).

Research has shown that when parents experience relationships with teachers characterized by mutuality, warmth, and respect, students achieve more, demonstrate increased motivation to achieve, and exhibit higher levels of emotional,

social, and behavioral adjustment (Fan & Chen, 2001; Henderson & Mapp, 2002; Marcon, 1999; Reynolds, 1991). Hughes and Kwok (2007) conducted a study of the influence of student-teacher and parent-teacher relationships on lower achieving readers' engagement in the primary grades. They found that early elementary students gained more in reading achievement when they and their parents experienced supportive relationships with teachers. Findings suggested that an increased focus on helping teachers connect with students and their parents is one means of helping children at risk of academic failure get off to a good start. Caspe, et al., (2011) found that to be effective, teachers must be prepared to collaborate with families to support student success. Students benefit in many ways when teachers understand families and communicate and build relationships with them.

References:

- Caspe, M., Lopez, M. E., Chu, A., & Weiss, H. B. (2011, May). *Teaching the teachers: Preparing educators to engage families for student achievement* (Issue Brief). Cambridge, MA: Harvard Family Research Project. Available from http://www.hfrp.org/publications-resources/browse-our-publications/teaching-the-teachers-preparing-educators-to-engage-families-for-student-achievement
- Cornelius-White, J. (2007). Learner-centered teacher-student relationships are effective: A meta-analysis. *Review of Educational Research*, 77(1), 113-143.
- Epstein, J. L. (2005, September). *Developing and sustaining research-based programs of school, family, and community partnerships: Summary of five years of NNPS research*. Washington, DC: National Network of Partnership Schools, Johns Hopkins University. Available from http://www.csos.jhu.edu/p2000/type2/issue19/researchbased.htm
- Fan, X., & Chen, M. (2001). Parental involvement and students' academic achievement: A meta-analysis. *Educational Psychology Review*, 13, 1-22.
- Henderson, A. T., & Mapp, K. L. (2002). A new wave of evidence: The impact of school, family, and community connections on student achievement. Austin, TX: Southeast Educational Development Laboratory, National Center for Family and Community Connections with Schools. Available from http://www.sedl.org/connections/research-syntheses.html
- Hughes, J., & Kwok, O. (2007, February). Influence of student-teacher and parent-teacher relationships of lower achieving readers' engagement and achievement in the primary grades. *Journal of Educational Psychology*, *99*(1), 39-51. Available from http://www.ncbi.nlm.nih.gov/pmc/articles/PMC2140005/pdf/nihms35313.pdf
- Little, M., & Kobak, R. (2003). Emotional security with teachers and children's stress reactivity: A comparison of special-education and regular-education classrooms. *Journal of Clinical Child and Adolescent Psychology*, 32, 127-138.
- Marcon, R. A. (1999). Positive relationships between parent school involvement and public inner-city preschoolers' development and academic performance. *School Psychology Review*, *28*, 395-412.

- Midgley, C., Feldlauffer, H., & Eccles, J. (1989). Student/teacher relations and attitudes towards mathematics before and after the transition to junior high school. *Child Development*, 60, 981-992.
- Reynolds, A. J. (1991). Early schooling of children at risk. American Educational Research Journal, 28, 392-422.
- Ridley, S. M., McWilliams, R. A., & Oates, C. S. (2000). Observed engagement as an indicator of child care program quality. *Early Education and Development*, *11*, 133-146.
- Sheldon, S. B., & Epstein, J. L. (2005a). Involvement counts: Family and community partnerships and math achievement. *Journal of Educational Research*, *98*, 196-206.
- Sheldon, S. B., & Epstein, J. L. (2005b). School programs of family and community involvement to support children's reading and literacy development across the grades. In J. Flood and P. Anders (Eds.), *Literacy Development of Students in Urban Schools: Research and Policy* (pp. 107-138). Newark, DE: International Reading Assopciation.
- Skinner, E., & Belmont, M. (1993). Motivation in the classroom: Reciprocal effects of teacher behavior and student engagement across the school year. *Journal of Educational Psychology*, 85, 571-581.
- Wentzel, K. R. (1999). Social-motivational processes and interpersonal relationships: Implications for understanding motivation at school. *Journal of Educational Psychology*, *91*, 76-97.



Research and Proven Practices of Dr. Robert Marzano

MISSOURI'S EDUCATOR EVALUATION SYSTEM

Introduction to the research of Robert J. Marzano

Robert J. Marzano, Ph.D., is cofounder and chief executive officer of Marzano Research Laboratory in Englewood, Colorado. A leading researcher in education, he is a speaker, trainer and author of more than 30 books and 150 articles on instruction, assessment, writing and implementing standards, cognition, effective leadership and school intervention. Marzano's practical translation of the most current education research and theory into classroom strategies are internationally known and widely practiced by teachers and administrators.

The Marzano classroom strategies are articulated in *The Art and Science of Teaching*. A crosswalk of these strategies and the Missouri Teaching Standards and Quality Indicators is provided to demonstrate which Marzano strategies support each particular Missouri Quality Indicators. A document which ranks Missouri's Quality Indicators by number of strategies they align with is also provided as a quick reference. Finally, the Growth Guide of each Quality Indicator is provided with the appropriate Marzano strategies and supporting evidence for that strategy. This might provide further clarification of Missouri's quality indicators for the teacher and suggest appropriate research-based strategies to support these indicators.

Alignment of Missouri Teaching Standards and Domain 1 AST Elements

Missouri Teaching Standards 1	Ro																			DO	mair	11																			
		outin	e Ev	ents										Cont	ent															Er	acte	ed or	the	Spot	t						
	ı	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30						36	37	38	39	40	41
Standard 1			•																								<u> </u>	•													
QI 1 (23) x	۲					х	х	х	х	х	х	х	х	х	х				х	Х			х	х	х	х	х	х	Х	х	х	х									
QI 2 (24) x	(\neg		х	Х	х	х			х	х	х	х	х	Х	Х		Х	х	х	х	х	х	х	Х	х	Х	Х	х									
QI 3 (3)					\neg																х	Х	х																		
QI 4 (7)					\neg																			х						х		х	Х	х	Х			х			
QI 5 (6)																					Х	Х	х							х						х	Х				
Standard 2																																									
QI 1 (17) x	(Х				Х	Х	Х	х	х	Х	Х	х	х	х		х	Х	Х					Х												х					
QI 2 (5) x	(Х	Х										х								Х																				
QI 3 (3) x	(Х	Х	х	Х	Х	Х	Х	Х	Х	Х	Х	Х		Х	Х	Х																						
QI 4 (16)				Х	х	Х	Х	х	х	х	х	х	Х	Х	Х		Х	Х	х					х												х	Х	х	Х	Х	Х
QI 5 (34) x	(х	Х	Х	Х	Х	Х	Х	Х	Х	Х	х	Х	Х	Х	Х	Х	Х	х	х	Х	Х	х	Х		х	х	Х				Х	Х	х	Х	Х	Х
QI 6 (8)				Х	х																									х						х	Х		Х	Х	Х
Standard 3	andard 3																																								
QI 1 (1)						Х																																			
QI 2 (12)		Х	х				х		х	х	х	х	х						х		х	Х														х					
QI 3 (8) x	(Х											х		х		х	Х				х										х					
Standard 4																																									
QI 1 (15) x	(х	Х	х	Х	х	Х		х	х	Х	х		Х		х	Х	х																		
QI 2 (4)						х		х															х	ш	х																
QI 3 (11)					_		х			х			х		х	Х			х		х		ш	х	х					х	х										
Standard 5																																									
QI 1 (22)		Х	Х	х	х																		ш	х	х	х	х	х	х	х	Х	х	Х	х	Х	х	Х	х	х	х	х
QI 2 (17) x	(х	х																		ш	х	х	х	х	х	х	х	Х	х	Х	х	Х	х		х			
QI 3 (7)			Х	х	х																		ш	ш	х					х	Х							х			
Standard 6																																									
QI 1 (4)																							Ш	<u> </u>													Х		х	х	Х
QI 2 (2)																							Ш								х					х					
QI 3 (10) x	(х	х	х	х				х	х		Х		Х	Ш													х					
QI 4 (18)		\perp				х	Х	х	х	х	х	х	х	х	х	х	х	Х	х	Х	Х	Х	х																		
Standard 7																																									
	_	_	х		_	_																	Ш																		
QI 2 (2) x	(х																					Ш	<u> </u>																	
QI 3 (3) x	(х	х																				Ш	<u> </u>																	
QI 4 (2) x	(х				<u> </u>																	Ш	<u> </u>																	
QI 5 (3) x	(х	х		_	_																																			
QI 6 (1)		х				L																	Ш	L	<u> </u>																
Standards 8 & 9																			(Se	ee Do	omaii	ns 2-	4)																		

Alignment of Missouri Teaching Standards and Domain 2-4 AST Elements																			
Missouri																			
Teaching				Dom	ain 2	2				Do	mai	n 3	ı			Do	main	4	
Standards	42	43	44	45	46	47	48	49	50	51	52	53	54	55	5 56	5 57	58	59	60
Standard 1																			
QI 1 (5)	Х	х	х	х	х														
QI 2																			
QI 3 (3)	Х	х	х																
QI 4																			
QI 5 (3)						х	х	х											
Standard 2																			
QI 1 (1)	Х																		
QI 2 (1)	Х																		
QI 3 (1)	Х																		
QI 4 (3)						х	х	х											
QI 5																			
QI 6 (3)						х	х	х											
Standard 3			-		-							-			•		2		
QI 1 (1)			х																
QI 2 (6)	Х	х	х			х	х	х											
QI 3																			
Standard 4																			
QI 1																			
QI 2 (1)				х															
QI 3																			
Standard 5																			
QI 1 (2)														х	х				
QI 2 (1)														х					
QI 3 (3)														х	х				Х
Standard 6																			
QI 1																			
QI 2 (3)						х	х	х											
QI 3																			
QI 4 (2)				х	х														
Standard 7																			
QI 1																			
QI 2																			
QI 3																			
QI 4 (2)										Х	Х								
QI 5 (2)										Х	Х								
QI 6 (2)										Х	Х								
Standard 8																			
QI 1 (7)									Х	Х	Х	Х	х			Х	Х		
QI 2 (7)									Х	Х	Х	Х	х			Х	Х		
QI 3 (2)																	Х		х
Standard 9																			
QI 1 (3)																	х	х	х
QI 2 (3)														X	х		х		
QI 3 (2)														х	_				

Missouri QI Ranked by Marzano Strategies

Missouri Indicator	# of Marzano strategies	Missouri Quality Indicator Description							
Standard 2.5	34								
		Prior experiences, learning styles, multiple intelligences, strengths and needs							
Standard 1.2	24	Engaging students in subject matter							
Standard 5.1	24	Classroom management, motivation, and engagement							
Standard 1.1	23	Content knowledge and academic language							
Standard 5.2	18	Managing time, space, transitions, and activities							
Standard 6.4	18	Technology and media communication tools							
Standard 2.1	17	Cognitive, social, emotional and physical development							
Standard 2.4	16	Meeting the needs of every student							
Ctandard 4.1	15	Instructional strategies leading to student engagement in problem-solving and							
Standard 4.1	15	critical thinking							
Standard 3.2	12	Develop lessons for diverse learners							
Standard 4.3	11	Cooperative learning							
Standard 5.3	10	Classroom, School and Community Culture							
Standard 6.3	10	Learner expression in speaking, writing and other media							
Standard 2.6	8	Language, culture, family and knowledge of community values							
Standard 3.3	8	Analyze instructional goals and differentiated instructional strategies							
Standard 1.4	7	Interdisciplinary instruction							
Standard 1.5	6	Diverse social and cultural perspectives							
Standard 2.2	5	Student Goals							
Standard 7.5	5	Communication of Student Progress and Maintaining Records							
Standard 8.1	5	Self-Assessment and Improvement							
Standard 8.2	5	Professional Learning							
Standard 4.2	4	Appropriate use of instructional resources to enhance student learning							
Standard 6.1	4	Verbal and nonverbal communication							
Standard 7.4	4	Effect of instruction on individual/class learning							
Standard 1.3	3	Disciplinary research and inquiry methodologies							
Standard 2.3	3	Theory of Learning							
Standard 7.1	3	Effective Use of Assessments							
Standard 7.3	3	Student led Assessment Strategies							
Standard 7.6	3	Collaborative Data Analysis Process							
Standard 9.1	3	Roles, Responsibilities, and Collegial Activities							
Standard J.1		Collaborating with historical, cultural, political and social context to meet the needs							
Standard 9.2	3	of students							
Standard 6.2	2	Sensitivity to culture, gender, intellectual and physical differences							
Standard 7.2	2	Assessment Data to Improve Learning							
Standard 8.3	2	Professional rights, responsibilities and ethical practices							
Standard 9.3	2	Cooperative Partnerships in support of student learning							
Standard 3.1	1	Implementation of curriculum standards							

Teacher Growth Guide 1.1 – Marzano Strategies

Standard 1: Content knowledge aligned with appropriate instruction.

The teacher understands the central concepts, structures, and tools of inquiry of the discipline(s) and creates learning experiences that make these aspects of subject matter meaningful and engaging for students.

Quality Indicator 1: Content knowledge and academic language

Er	nerging		Devel	oping	Profi	cient	Distinguished			
1E1) The emerging teache	r		1D1) The developin	g teacher also	1P1) The profici	ent teacher also	1S1) The distinguished			
							teacher also			
Knows and can demo	nstrate breadth	and depth of	Delivers accura	te content	Infuses new	information into	Has mastery of taught			
content knowledge ar	nd communicate	es the meaning	learning expe	riences using	instructiona	l units and lessons	subjects and continually			
of academic language		•	supplemental r	esources and	displaying s	olid knowledge of	infuses new research-			
			• •	cademic language		nt concepts of the	based content knowledge			
			into learning ac	ctivities.	discipline.	•	into instruction.			
Score = 0	1	2	3	4	5	6	7			
(MDQ) Not Using	Beg	ginning	Devel	oping	Ар	plying	Innovating			
Strategy is called for but	Strategy is don	,	Strategy is done corre	ectly	Strategy is done c	•	Adapts/creates new strategies			
not exhibited	with parts miss	ing			impact/effectiven	ess monitored	for unique student			
							needs/situations			
MDQ 1.1 The	Teacher Provides	a clearly stated lea	rning goal accompanied		at describes levels o	f performance relative	e to the learning goal			
Teacher				Student						
Posts a learning goal so all stu						ow current activities re				
Uses a goal that is a clear sta	tement of knowle	dge/information, no	ot an activity or	Can explain the	levels of performar	ce articulated in the so	cale or rubric			
assignment										
Makes reference to the goal				. /						
	er identifies a les	son or part of a less	son as involving import		tical) information to	which students shou	ld pay particular attention			
Teacher				Student						
Explains why upcoming conte	•				•		ant to pay attention to it			
Cues students using tone of v					their level of engage					
	MDQ	2.7 The teacher or	ganizes students into sr		te the processing of	new information				
Teacher				Student						
Has established routines for s				_	Moves into groups in orderly fashion and understands appropriate expectations and					
Uses ad hoc groups including					their level of engage					
	er engages stude	nts in activities that	help them link what th		he new content abo	ut to be addressed an	d facilitates these linkages			
Teacher				Student Con any lain links are an arise line and are less are distinged by a transfer contact.						
Uses preview questions, rem				Can explain linkages or prior knowledge and make predictions about upcoming content Engages in previewing activities and can give a purpose for what they are about to learn						
Has students brainstorm, use	s anticipation gui	de and/or motivatio	onal nook/launching	Engages in prev	newing activities an	d can give a purpose fo	or what they are about to learn			
activity										

MDQ 2.9 Based on student needs, the teacher breaks the content into small chi	unks (i.e. digestible bites) of information that can be easily processed by students								
Teacher	Student								
Stops at strategic points in a verbal presentation, video, presentation or demonstration or as	Can explain why the teacher is stopping at various points								
students are reading information or aloud orally	Appears to know what is expected of them when the teacher stops at strategic points								
MDQ 2.10 During breaks in the presentation of content, the teacher engages s	tudents in summarizing, prediction and questioning to process new information								
Teacher	Student								
Has group members summarize new information	Volunteer predictions, clarification questions, and can explain what they just learned								
Employs process strategies like jigsaw, reciprocal teaching and concept attainment	Groups discuss content asking and answering questions with each other or making								
	predictions								
MDQ 2.11 The teacher asks inferential questions or engages students in activiti	es that require elaborative inferences that go beyond what was explicitly taught								
Teacher	Student								
Asks explicit questions requiring students to make elaborate inferences about content	Volunteers answers to inferential questions								
Asks students to explain or defend their inferences	Provides explanations and proofs for inferences								
Presents situations or problems that require inferences									
MDQ 2.12 The teacher engages students in activities that help them record their understa	MDQ 2.12 The teacher engages students in activities that help them record their understanding of new content in linguistic ways and/or represent the content in nonlinguistic ways								
Teacher	Student								
Asks students to summarize the information or generate notes identifying critical	Summaries, notes and nonlinguistic representations include critical content								
information	Can explain main points of the lesson								
Asks students to create graphic organizers, pictures, pictographs, flow charts, or mnemonics									
MDQ 2.13 The teacher engages students in activities that	help them reflect on their learning and the learning process								
Teacher	Student								
Asks students to state or record what they are clear about or what they are confused about	Can explain confusion or clarity and describe how hard they tried								
Asks students to describe how hard they tried and how they could've enhanced their	Can explain what they could have done to enhance their learning								
learning									
MDQ 3.14 The teacher engages students in a brief re	view of content that highlights the critical information								
Teacher	Student								
Begins lesson with a brief review of content	Can describe the previous content on which the new lesson is based								
Reviews using summary, using previous information, demonstration, or brief practice test	Response to class activities indicate they recall previous content								
MDQ 3.15 The teacher uses grouping in ways the	at facilitate practicing and deepening knowledge								
Teacher	Student								
Organizes into groups with the expressed idea of deepening knowledge of informal content	Can explain how group work supports their learning								
Organizes into groups with the expressed idea of practicing a skill, strategy or process	When in groups, asks others questions or obtains feedback for their peers								
MDQ 3.19 When the content involves a skill, strategy or process, the tea	cher engages students in practice activities that help them develop fluency								
Teacher	Student								
Engages students in massed and distributed activities appropriate to current ability	Performs the skill, strategy or process with increased confidence								
Uses guided practice if students can't perform skill/strategy/process; independent if they	Performs the skill, strategy or process with increased competence								
can									
MDQ 3.20 The teacher engages students in revision of prev	ious knowledge about content addressed in previous lessons								
Teacher	Student								
Engages whole class in examination of how the current lesson changed perceptions about	Makes corrections to information previously recorded about content								
the previous content and has students explain how their understanding has changed	Explains previous error or misconceptions they had about content								
MDQ 4.23 The teacher acts as a resource provider and	guide as students engage in cognitively complex tasks								
Teacher	Student								
Circulates the room and provides easy access to himself/herself	Seeks out the teacher for advice and guidance								
Volunteers resources and guidance as needed by entire class, groups, or individual students	Can explain how the teacher provides assistance and guidance								
MDQ 5.24 The teacher scans the room making note of	when students are not engaged and takes overt action								
Teacher	Student								
Notices when specific students or groups are not engaged	Appears aware that the teacher is taking note of their engagement level								
Notices when energy levels in the room is low; takes action to re-engage students	Tires to increase their level of engagement when prompted								

	sequential competition to maintain student engagement								
Teacher	Student								
Uses structured games (Jeopardy; family feud) and impromptu games to increase	Engages in games with some enthusiasm								
engagement	Can explain how games keep their interest and help them learn and remember content								
Uses friendly competition along with classroom games									
MDQ 5.26 The teacher uses response rate techni	ques to maintain student engagement in questions								
Teacher	Student								
Uses wait time, response cards, and raised hands to respond to questions	Or entire class responds to questions posed by the teacher								
Uses choral response, technology to track responses and response chaining	Can describe their thinking about specific questions posed by the teacher								
MDQ 5.27 The teacher uses physical movement to maintain student engagement									
Teacher	Student								
Uses standing up, stretching, voting with feet, give-one-get-one, acting out or modeling	Engage in physical activities designed by the teacher								
Has students move to a part of the room that represents their answer	Can explain how physical movement keeps their interest and helps them learn								
MDQ 5.28 The teacher uses pacing tech	niques to maintain students' engagement								
Teacher	Student								
Employs crisp transitions from one activity to another	Quickly adapts to transitions and re-engages when a new activity is begun								
Alters pace appropriately (i.e. speeds up or slows down as appropriate	Students describe the pace as not too slow and not too fast								
	nd enthusiasm for the content in a variety of ways								
Teacher	Student								
Describes personal experiences that relate to content	Says teacher likes the content and likes teaching it								
Signals excitement for content through physical gestures, voice tone, dramatization	Attention level increases when the teacher demonstrates enthusiasm and intensity								
Overtly adjusts energy level	, ,								
MDQ 5.30 The teacher uses friendly controve	rsy techniques to maintain student engagement								
Teacher	Student								
Structures mini-debates about the content	Engages in friendly controversy activities with enhanced engagement								
Has students examine multiple perspectives and opinions about the content	Describes friendly controversy activities as stimulating, fun, etc.								
Elicits different opinions on content from members of the class	Explains how friendly controversy helped them understand content better								
·	relate what is being addressed in class to their personal interests								
Teacher	Student								
Is aware of student interests and makes connections between these and content	Engages in activities that require them to make connections between interests and content								
Structures activities that ask students to make connections between content and interests	Explains how making connections helps them understands content better								
Appears encouraging and interested in connections between content and interests	2. promo non maning connections needs them understands contents sected								
	bout the content in a manner that enhances student engagement								
Teacher	Student								
Provides interesting facts and details about the content	Attention increases when unusual information is provided about the content								
Encourages students to identify interesting information about the content	Explains how unusual information makes them more interested in content								
Uses activities like "believe it or not" or guest speakers	England from anadas mornidad managarina mare interested in content								
The security was a secure to a flow of Bacot speakers									

Teacher Growth Guide 1.2 – Marzano Strategies

Standard 1: Content knowledge aligned with appropriate instruction.

Quality Indicator 2: Student engagement in subject matter

En	nerging		Devel	loping	Profi	cient	Distinguished			
1E2) The emerging teacher			1D2) The develo	ping teacher	1P2) The proficie	nt teacher also	1S2) The distinguished teacher			
			also				also			
Chooses from multiple s and activity in the conte	Uses a varie differentiat strategies w purposefull students in	ed instructional hich y engage	strategies to students and	d advance each udent's learning	Moves fluidly between differentiated instructional strategies based on the unique learning needs and situations of the students resulting in deeper student knowledge and understanding in the content area.					
Score = 0	1	2	3	4	5	6	7			
(MDQ) Not Using	Begi	nning	Devel	loping	Appl	Innovating				
Strategy is called for but not	Strategy is done in	ncorrectly or with	Strategy is done co	orrectly	Strategy is done co	•	Adapts/creates new strategies for			
exhibited	parts missing				impact/effectivene		unique student needs/situations			
MDQ 1.1 The Teacher Provides a clearly stated learning goal accompanied by scale or rubric that describes levels of performance relative to the learning goal										
Teacher Posts a learning goal so all stude Uses a goal that is a clear staten assignment Makes reference to the goal thre	nent of knowledge/i		·	· ·	Can explain the learning goal and how current activities relate to it Can explain the levels of performance articulated in the scale or rubric					
	MDQ 2.7 1	he teacher organize	es students into sma	all groups to facilita	te the processing of	new information				
Teacher Has established routines for study Uses ad hoc groups including dy	ads, triads, and sma	III groups up to 5 me	embers	Visibly adjusts						
	engages students in	activities that help	them link what the		he new content abo	ut to be addressed	and facilitates these linkages			
Teacher Uses preview questions, remind Has students brainstorm, uses a activity			Student Can explain linkages or prior knowledge and make predictions about upcoming content Engages in previewing activities and can give a purpose for what they are about to learn							
MDQ 2.9 Based on	student needs, the	teacher breaks the	content into small	chunks (i.e. digestible bites) of information that can be easily processed by students						
Teacher				Student						
Stops at strategic points in a ver		deo, presentation or	r demonstration or a		y the teacher is stop					
students are reading informatio	n or aloud orally			Appears to kno	Appears to know what is expected of them when the teacher stops at strategic points					

Teacher MDQ 2.13 The teacher engages students in activities that help them reflect on their learning and the learning process Teacher MDQ 3.14 The teacher engages students in activities that help them reflect on their learning and the learning process Student Can explain confused about. Ask students to state or record what they are clear about or what they are considered about. Ask students to state or record what they are clear about or what they are considered about. Ask students to estate or record what they tried and now they could've enhanced their learning. MDQ 3.14 The teacher engages students in a brief review of content. Teacher MDQ 3.15 The teacher engages students in a brief review of content. Teacher MDQ 3.15 The teacher engages students in a brief review of content that highlights the critical information. Student enviews using pervious information, demonstration, or brief practice test. Teacher MDQ 3.15 The teacher was grouping in ways that facilitate practicities and describe the previous content on which the new lesson is based that they received provide students they receive provise content to which the new lesson is based that they receive previous content to enhance their learning and espening in mays that facilitate practicities and describe they receive previous content to enhance their learning and espening in mays that facilitate practicities and describe they receive previous content to enhance their learning of the previous content to the previous content to enhance the previous content to enhance their learning and espening in mays that facilitate practicities and the previous content to enhance the previous content to enhance their learning and espening in may that they test that facilitate practicities and the previous content to which the new lesson is based that they into the previous content to which the new lesson is based that they into the second that they into the previous content to which the new lesson is based that they are described to the previous content t	MDQ 2.10 During breaks in the presentation of content, the teacher engages s	tudents in summarizing, prediction and questioning to process new information
Employs process strategies like igasw, reciprocal teaching and concept attainment MOQ 2.13 The teacher engages students in activities that help them reflect on their learning and the learning process Student Can esplain confusion or clarity and describe how hard they tried Can esplain softwarts to describe how hard they tried and how they could've enhanced their learning MDQ 3.14 The teacher engages students in a brief review of content Reviews using summany, using previous information, demonstration, or brief practice test MOQ 3.15 The teacher uses grouping in ways that facilitate pravious content on which the new lesson is based Response to class activities indicate they recall previous content Can describe the previous content on which the new lesson is based Response to class activities indicate they recall previous content Can describe the previous content on which the new lesson is based Response to class activities indicate they recall previous content Can describe the previous content on which the new lesson is based Response to class activities indicate they recall previous content Can describe the previous content on which the new lesson is based Response to class activities indicate they recall previous content Can describe the previous content on which the new lesson is based Response to class activities indicate they recall previous content Can describe the previous content on which the new lesson is based Response to class activities indicate they recall previous content Can describe the previous content on which the new lesson is based Response to class activities indicate they recall previous content Can describe the previous content on which the new lesson is based Response to class activities indicate they recall previous content on which the new lesson is based Response to class activities indicate they recall previous content on which the new lesson is based Response to class activities indicate they recall previous content on which the new lesson is based Response to class activities in	Teacher	Student
Precitions Pre	Has group members summarize new information	Volunteer predictions, clarification questions, and can explain what they just learned
Student Students to state or record what they are about or what they are confused about a Rask students to describe how hard they tried and how they could ve enhanced their learning MDQ 3.14 The teacher engages students in a brief review of content that highlights the critical information	Employs process strategies like jigsaw, reciprocal teaching and concept attainment	Groups discuss content asking and answering questions with each other or making
Student Can explain confusion or clarity and describe how hard they tried and how they could've enhanced their learning		predictions
Asks students to state or record what they are dear about or what they are confused about Residuents to describe how hard they tried and how they could've enhanced their learning MDQ 3.14 The teacher engages students in a brief review of content Begins lesson with a brief review of content Reviews using summany, using previous information, demonstration, or brief practice test Reviews using summany, using previous information, demonstration, or brief practice test Reviews using summany, using previous information, demonstration, or brief practice test Response to class activities indicate they recall previous content on which the new lesson is based Response to class activities indicate they recall previous content Response to class activities indicate they recall previous content Response to class activities indicate they recall previous content Response to class activities indicate they recall previous content Response to class activities indicate they recall previous content Response to class activities indicate they recall previous content Response to class activities indicate they recall previous content Response to class activities indicate they recall previous content Response to class activities indicate they recall previous content Response to class activities indicate they recall previous content Response to class activities indicate they recall previous content on which the new lesson is based Response to class activities indicate they recall previous content Response to class activities indicate they recall previous content on which the new lesson is based Response to class activities indicate they recall previous content on which the new lesson is based Response to class activities indicate they recall previous content on which the new lesson is based Response to class activities indicate they recall previous content on their previous content on which the new lesson is based Response to class activities indicate they recall previous content the new lesson is based Response to class activities indi	MDQ 2.13 The teacher engages students in activities that	help them reflect on their learning and the learning process
Ask students to describe how hard they tried and how they could've enhanced their learning Can explain what they could have done to enhance their learning Can explain what they could have done to enhance their learning Can explain what they could have done to enhance their learning Can explain what they could have done to enhance their learning Can explain what they could have done to enhance their learning Can explain what they could have done to enhance their learning Can explain what they could have done to enhance their learning Can explain what they could have done to enhance their learning Can explain what they could have done to enhance their learning Can explain what they could have done to enhance their learning Can explain how group work supports their learning Can explain how group Can explai	Teacher	Student
Teacher Begins lesson with a brief review of content Reviews using summary, using previous information, demonstration, or brief practice test MDQ.3.15 The teacher uses grouping in ways that facilitate practicing and deepening knowledge Teacher Organizes into groups with the expressed idea of reacting a skill, strategy or process MDQ.3.16. As appropriate, the teacher designs homework to deepen students Teacher Communicates clear purpose for homework Communicates clear purpose for homework Can be students of the strain in assignment to allow students to practice and deepen knowledge independently Teacher Can describe hop revious content on which the new lesson is based Response to class activities indicate they recall previous content Can explain how group work supports their learning Sudent Can explain how group work supports their learning Who 3.16 As appropriate, the teacher designs homework to deepen students Feacher Communicates clear purpose for homework Cantifying questions of the strain is provided and the purpose Ask clarifying questions of the homework will deepen understanding of informational content or help them there there is the provided of the provides of the provides of the homework will deepen understanding of informational content or help them understand the purpose Ask clarifying questions of the homework that help them understand the purpose Ask clarifying questions of the homework that help them understand the purpose Ask clarifying questions of the homework that help them understand the purpose Ask students to summarize what they learned or explain how this helped their understanding MDQ.3.15 When content is informational, the teacher helps students deepen their knowledge by examining similarities and differences Can explain and identity similarities and differences Can explain and identity similarities and differences Can explain the own reasoning or the logic of the information as presented to them Student Can describe the previous content that highlights the critical previous content	Asks students to state or record what they are clear about or what they are confused about	Can explain confusion or clarity and describe how hard they tried
Teacher Begins lesson with a brief review of content. That highlights the critical information. Teacher Begins lesson with a brief review of content. MDQ 3.15 The teacher uses grouping in ways that facilitate practicing and called previous content on which the new lesson is based. Response to class stifted practivities indicate they recall previous content. MDQ 3.15 The teacher uses grouping in ways that facilitate practicing and literal practicities and literal practicities. MDQ 3.16 As appropriate, the teacher designs homework to deepen students. MDQ 3.16 As appropriate, the teacher designs homework to deepen students. MDQ 3.16 As appropriate, the teacher designs homework to deepen students. Communicates clear purpose for homework Extends an activity that was begun in class to provide student with more time Extends an activity that was begun in class to provide student with more time (Cards an assignment to allow students to practice and deepen knowledge independent) MDQ 3.17 When content is informational, the teacher helps students despen their knowledge by examining similarities and differences Ask students to summarize what they learned or explain how this helped their understanding. MDQ 3.18 When content is informational, the teacher helps students deepen their knowledge by examining their own reasoning or the logic of the information as presented for a claim MDQ 3.19 When the content involves a skill, strategy or process, the teacher engages students in massed and distributed activities appropriate to current ability. Uses guided practice if students can't perform skill/strategy/process; independent if they can MDQ 4.21 The teacher organizes the class in such a way as to facilitate students working on complex tasks that require them to generate and test hypotheses MDQ 4.22 The teacher organizes the class in such a way as to facilitate students working on complex tasks (decision-making, pr	Asks students to describe how hard they tried and how they could've enhanced their	Can explain what they could have done to enhance their learning
Facility Reviews using summary, using previous information, demonstration, or brief practice test MDQ 3.15 The teacher uses grouping in ways that aclitate practicing and describe the previous content on which the new lesson is based Response to class activities indicate they recall previous content Reviews using summary, using previous information, demonstration, or brief practice test MDQ 3.15 The teacher uses grouping in ways that aclitate practicing and deepening knowledge Student Corpanizes into groups with the expressed idea of deepening knowledge of informationate or organizes into groups with the expressed idea of practicing a skill, strategy or process MDQ 3.15 As appropriate, the teacher designs homework to deepen students' knowledge of informational content or to practice a skill, strategy or process MDQ 3.15 As appropriate, the teacher designs homework to deepen students' knowledge of informational content or to practice a skill, strategy or process MDQ 3.15 As appropriate, the teacher designs homework to deepen students' knowledge of informational content or to practice a skill, strategy or process MDQ 3.15 As appropriate, the teacher designs homework to deepen students' knowledge of informational content or to practice a skill, strategy or process Ask student so unawarize of the practice a skill, strategy or process MDQ 3.17 When content is informational, the teacher helps students deepen their knowledge by examining similarities and differences Asks students to examine errors or informal fallacies (faulty logic, attacks, weak references) Asks students to examine errors or informal fallacies (faulty logic, attacks, weak references) Asks students to examine the strength of support presented for a claim MDQ 3.18 When content is informational, the teacher helps students deepen their knowledge by examining their own reasoning or the logic of the information as presented to them students of a negular how group to the information and differences of an explain how similarities and difference	learning	
Regins (esson with a brief review of content Reviews using summary, using previous information, demonstration, or brief practice test MDQ 3.15 The teacher uses grouping in ways that facilitate practicing and deepening knowledge Teacher Organizes into groups with the expressed idea of deepening knowledge of informal content Organizes into groups with the expressed idea of practicing a skill, strategy or process MDQ 3.16 As appropriate, the teacher designs homework to deepen students Teacher Communicates clear purpose for homework Centrals an activity that was begun in class to provide student with more time Extends an activity that was begun in class to provide student with more time Extends an activity that was begun in class to provide student with more time Extends an activity that was begun in class to provide student with more time Extends an activity that was begun in class to provide student with more time Extends to summarize what they learned or explain how this helped their Uses comparison, classifying, analogy or metaphor activities Asks students to summarize what they learned or explain how this helped their uderstanding MDQ 3.18 When content is informational, the teacher helps students deepen their knowledge by examining similarities and differences Exacter Asks students to examine errors or informal fallacies (faulty logic, attacks, weak references) Asks students to examine errors or informal fallacies (faulty logic, attacks, weak references) Asks students to examine errors or informal fallacies (faulty logic, attacks, weak references) MDQ 3.19 When the content involves a skill, strategy or process, the examine the strength of support presented for a claim MDQ 3.19 When the content involves a skill, strategy or process, the examine the strength of support presented for a claim MDQ 3.19 When the content involves a skill, strategy or process, the examine the strength of support presented for a claim MDQ 4.21 The teacher organizes the class in such a way as to facilitate students Ask stu	MDQ 3.14 The teacher engages students in a brief re	view of content that highlights the critical information
Reviews using summary, using previous information, demonstration, or brief practice test MDQ 3.15 The teacher uses grouping in ways the corporation of the practice of the practice of the process of the practice of the process of the practice of the prac	Teacher	Student
MDQ 3.15 The teacher uses grouping in ways that facilitate practicing and deepening knowledge Teacher Organizes into groups with the expressed idea of deepening knowledge of informal content Organizes into groups with the expressed idea of practicing a skill, strategy or process When in groups, asks others questions or obtains feedback for their peers When in groups, asks others questions or obtains feedback for their peers When in groups, asks others questions or obtains feedback for their peers When in groups, asks others questions or obtains feedback for their peers When in groups, asks others questions or obtains feedback for their peers When in groups, asks others questions or obtains feedback for their peers When in groups, asks others questions or obtains feedback for their peers When in groups, asks others questions or obtains feedback for their peers When in groups, asks others questions or obtains feedback for their peers When in groups, asks others questions or obtains feedback for their peers When in groups, asks others questions or obtains feedback for their peers When in groups, asks others questions or obtains feedback for their peers When in groups, asks others questions or obtains feedback for their peers When in groups, asks others questions or obtains feedback for their peers When in groups, asks others questions or obtains feedback for their peers When in groups, asks others questions or obtains feedback for their peers When in groups, asks others questions or obtains feedback for their peers When in groups, asks others questions or obtains feedback for their peers When in groups, asks others questions or obtains feedback for their peers When in groups, asks others questions or obtains feedback for their peers Ask clarifying questions of the homework will deepen understanding of informational content or help them to practice a civilities and differences Student Student Student Student Student Student Student Student Student	Begins lesson with a brief review of content	Can describe the previous content on which the new lesson is based
Teacher Organizes into groups with the expressed idea of deepening knowledge of informal content or Organizes into groups with the expressed idea of practicing a skill, strategy or process MDQ 3.16 As appropriate, the teacher designs homework to deepen students who will deepen understanding or process the teacher purpose for homework Extends an activity that was beguin in class to provide student with more time crafts an assignment to allow students to practice and deepen knowledge independently. Teacher Teacher Teacher Teacher Uses comparison, classifying, analogy or metaphor activities Asks students to summarize what they learned or explain how this helped their understanding. MDQ 3.17 When content is informational, the teacher helps students deepen their knowledge by examining similarities and differences help them understand the purpose. Ask students to summarize what they learned or explain how this helped their understanding. MDQ 3.18 When content is informational, the teacher helps students deepen their knowledge by examining their own reasoning or the logic of the information as presented to them to practice as skill, strategy or process. Ask cut on the more work will deepen understanding of informational content or help them to practice a skill, strategy or process. Ask students to summarize what they learned or explain how this helped their understanding. MDQ 3.18 When content is informational, the teacher helps students deepen their knowledge by examining their own reasoning or the logic of the information as presented to them straight of support presented for a claim MDQ 3.19 When the content involves a skill, strategy or process, he teacher eracker Feacher Easaber Suddents in massed and distributed activities appropriate to current ability expenses and test in practice activities that help them develop fluency Teacher Establishes the need to generate and test hypotheses MDQ 4.21 The teacher organizes the class in such a way as to facilitate students where the interest of the prope	Reviews using summary, using previous information, demonstration, or brief practice test	Response to class activities indicate they recall previous content
Organizes into groups with the expressed idea of deepening knowledge of informal content Organizes into groups with the expressed idea of practicing a skill, strategy or process MDQ 3.16 As appropriate, the teacher designs homework to deepen students: Teacher Can explain how group work supports their learning When in groups, asks others questions or obtains feedback for their peers When in groups, asks others questions or obtains feedback for their peers When in groups, asks others questions or obtains feedback for their peers When in groups, asks others questions or obtains feedback for their peers When in groups, asks others questions or obtains feedback for their peers When in groups, asks others questions or obtains feedback for their peers When in groups, asks others questions or obtains feedback for their peers When in groups, asks others questions or obtains feedback for their peers When in groups, asks others questions or obtains feedback for their peers When in groups, asks others questions or obtains feedback for their peers When in groups, asks others questions or obtains feedback for their peers When in groups, asks others questions or obtains feedback for their peers When in groups, asks others questions or obtains feedback for their peers When in groups, asks others questions or obtains feedback for their peers When in groups, asks others questions or obtains feedback for their peers Mount of the peers when we will deepen understanding of informational content or help them to practice a skill, strategy or process Ask clarifying questions of the homework that help them understand the purpose. Student Teacher Busical ask distributes and differences Students to summarize what they learned or explain how this helped their who will aidentify similarities and differences help them understand the content in the particle askill, strategy or process with increased in the information as presented to them to group ask asks tudents to examine errors or informal fallacies in information as presented to	MDQ 3.15 The teacher uses grouping in ways th	at facilitate practicing and deepening knowledge
MDQ 3.16 As appropriate, the teacher designs homework to deepen students' knowledge of informational content or to practice a skill, strategy or process Teacher Communicates clear purpose for homework Extends an activity that was begun in class to provide student with more time Crafts an assignment to allow students to practice and deepen knowledge independently MDQ 3.17 When content is informational, the teacher helps students as summarize what they learned or explain how this helped their understanding MDQ 3.18 When content is informational, the teacher helps students to summarize what they learned or explain how this helped their understanding MDQ 3.18 When content is informational, the teacher helps students to summarize what they learned or explain how this helped their understanding MDQ 3.18 When content is informational, the teacher helps students deepen their knowledge by examining similarities and differences Can explain and identify similarities and differences Can explain how similarities and differences help them understand the content better understanding MDQ 3.18 When content is informational, the teacher helps students deepen their knowledge by examining their own reasoning or the logic of the information as presented to them Teacher Asks students to examine errors or informal fallacies (faulty logic, attacks, weak references) Ask students to examine her strength of support presented for a claim MDQ 3.19 When the content involves a skill, strategy or process, the teacher lengages students in massed and distributed activities appropriate to current ability Uses guided practice if students can't perform skill/strategy/process; independent if they and the process of the process with increased confidence Performs the skill, strategy or process with increased confidence Performs the skill, strategy or process with increased confidence Performs the skill, strategy or process with increased confidence Performs the skill, strategy or process with increased confidence Performs the skill, strategy o	Teacher	Student
MDQ 3.16 As appropriate, the teacher designs homework to deepen students' knowledge of informational content or to practice a skill, strategy or process Student	Organizes into groups with the expressed idea of deepening knowledge of informal content	Can explain how group work supports their learning
MDQ 3.16 As appropriate, the teacher designs homework to deepen students' loading an activity that was begun in class to practice and deepen knowledge independently cards an activity that was begun in class to practice and deepen knowledge independently them to practice a skill, strategy or process them to practice as skill, strategy or process to them to practice as skill, strategy or process to summarize what their purpose (assistying, analogy or metaphor activities) Asks students to summarize what they learned or explain how this helped their understanding (assistying, analogy or metaphor activities) Asks students to summarize what they learned or explain how this helped their understanding (assisting) MDQ 3.18 When content is informational, the teacher helps students deepen their knowledge by examining similarities and differences (as explain and identify similarities and differences help them understand the content better understanding (as explain how similarities and differences help them understand the content better (an explain and identify similarities and differences help them understand the content better (an explain how similarities and differences help them understand the content better (an explain how similarities and differences help them understand the content better (an explain how similarities and differences help them understand the content better (an explain how similarities and differences help them understand the content better (an explain how similarities and differences help them understand the content better (an explain how similarities and differences help them understand the content better (an explain how similarities and differences help them understand the content better (an explain how similarities and differences help them understand the content better (an explain how similarities and differences help them understand the content better (an explain how similarities and differences help them understand the content better (an explain how similarities and differences help them un		
Teacher Communicates clear purpose for homework Crafts an assignment to allow students to practice and deepen knowledge independently MDQ 3.17 When content is informational, the teacher helps students deepen their knowledge by examining similarities and differences Teacher Uses comparison, classifying, analogy or metaphor activities Asks students to summarize what they learned or explain how this helped their understanding MDQ 3.18 When content is informational, the teacher helps students deepen their knowledge by examining their own reasoning or the logic of the information as presented to them Teacher Asks students to examine errors or informal fallacies (faulty logic, attacks, weak references) Asks students to examine errors or informal fallacies (faulty logic, attacks, weak references) Asks students to examine her strength of support presented for a claim MDQ 3.19 When the content involves a skill, strategy or process, the teacher engages students in massed and distributed activities appropriate to current ability Uses guided practice if students can't perform skill/strategy/process; independent if they can MDQ 4.21 The teacher organizes the class in such a way as to facilitate students Teacher Teacher Teacher Student Teacher Student Teacher Student Students to generate and test hypotheses Organizes students into groups to generate and test hypotheses Organizes students with the process of the process of the process of the process of the information and differences Student Teacher Teacher Teacher Teacher Student Teacher Te		
Extends an activity that was begun in class to provide student with more time Crafts an assignment to allow students to practice and deepen knowledge independently MDQ 3.17 When content is informational, the teacher helps students deepen their knowledge by examining similarities and differences Teacher Uses comparison, classifying, analogy or metaphor activities Asks students to summarize what they learned or explain how this helped their understanding MDQ 3.18 When content is informational, the teacher helps students deepen their knowledge by examining in differences help them understand the content better understanding MDQ 3.18 When content is informational, the teacher helps students deepen their knowledge by examining their own reasoning or the logic of the information as presented to them Teacher Asks students to examine errors or informal fallacies (faulty logic, attacks, weak references) Asks students to examine errors or informal fallacies (faulty logic, attacks, weak references) Asks students to examine the strength of support presented for a claim MDQ 3.19 When the content involves a skill, strategy or process, the teacher Teacher Engages students in massed and distributed activities appropriate to current ability Uses guided practice if students can't perform skill/strategy/process; independent if they can MDQ 4.21 The teacher organizes the class in such a way as to facilitate students Teacher Engages students with explicit tasks (decision-making, problem-solving, investigation, etc.) Teacher Engages students with explicit tasks (decision-making, problem-solving, investigation, etc.) Teacher Teache		
Extends an activity that was begun in class to provide student with more time Crafts an assignment to allow students to practice and deepen knowledge independently MDQ 3.17 When content is informational, the teacher helps students deepen their knowledge by examining similarities and differences Teacher Uses comparison, classifying, analogy or metaphor activities Asks students to summarize what they learned or explain how this helped their understanding MDQ 3.18 When content is informational, the teacher helps students deepen their knowledge by examining in differences help them understand the content better understanding MDQ 3.18 When content is informational, the teacher helps students deepen their knowledge by examining their own reasoning or the logic of the information as presented to them Teacher Asks students to examine errors or informal fallacies (faulty logic, attacks, weak references) Asks students to examine errors or informal fallacies (faulty logic, attacks, weak references) Asks students to examine the strength of support presented for a claim MDQ 3.19 When the content involves a skill, strategy or process, the teacher Teacher Engages students in massed and distributed activities appropriate to current ability Uses guided practice if students can't perform skill/strategy/process; independent if they can MDQ 4.21 The teacher organizes the class in such a way as to facilitate students Teacher Engages students with explicit tasks (decision-making, problem-solving, investigation, etc.) Teacher Engages students with explicit tasks (decision-making, problem-solving, investigation, etc.) Teacher Teache	Communicates clear purpose for homework	Can describe how homework will deepen understanding of informational content or help
Ask clarifying questions of the homework that help them understand the purpose		
Teacher Uses comparison, classifying, analogy or metaphor activities Asks students to summarize what they learned or explain how this helped their understanding MDQ 3.18 When content is informational, the teacher helps students deepen their knowledge by examining their own reasoning or the logic of the information as presented to them Student Can describe errors or informal fallacies (faulty logic, attacks, weak references) Asks students to examine errors or informal fallacies (faulty logic, attacks, weak references) Asks students to examine the strength of support presented for a claim MDQ 3.19 When the content involves a skill, strategy or process, the teacher Engages students in massed and distributed activities appropriate to current ability Uses guided practice if students can't perform skill/strategy/process; independent if they can MDQ 4.21 The teacher organizes the class in such a way as to facilitate students Enacher Eacher Engages students into groups to generate and test hypotheses Organizes students for groups to generate and test hypotheses MDQ 4.22 The teacher engages them in complex tasks (decision-making, problem-solving, experimental inquiry, investigation) that require them to generate and test hypotheses MDQ 4.23 The teacher acts as a resource provider and guide as students engage in cognitively complex tasks Student Can dexplain how sminigraties and differences help them understand the content better can be logic of the information as presented to them Student Can dexprise or informal fallacies in information Can explain the overall structure of an argument presented to support a claim Can explain the overall structure of an argument presented to support a claim Performs the skill, strategy or process with increased confidence Performs the skill, strategy or process with increased completence Student Can describe errors or informal fallacies in information Can explain the overall structure of an argument presented to support a claim Can explain the overall structure of an argument	Crafts an assignment to allow students to practice and deepen knowledge independently	
Teacher Uses comparison, classifying, analogy or metaphor activities Asks students to summarize what they learned or explain how this helped their understanding MDQ 3.18 When content is informational, the teacher helps students deepen their knowledge by examining their own reasoning or the logic of the information as presented to them Student Can describe errors or informal fallacies (faulty logic, attacks, weak references) Asks students to examine errors or informal fallacies (faulty logic, attacks, weak references) Asks students to examine the strength of support presented for a claim MDQ 3.19 When the content involves a skill, strategy or process, the teacher Engages students in massed and distributed activities appropriate to current ability Uses guided practice if students can't perform skill/strategy/process; independent if they can MDQ 4.21 The teacher organizes the class in such a way as to facilitate students Enacher Eacher Engages students into groups to generate and test hypotheses Organizes students for groups to generate and test hypotheses MDQ 4.22 The teacher engages them in complex tasks (decision-making, problem-solving, experimental inquiry, investigation) that require them to generate and test hypotheses MDQ 4.23 The teacher acts as a resource provider and testing MDQ 4.24 The teacher of and provides easy access to himself/herself MDQ 4.25 The teacher acts as a resource provider and Circulates the room and provides easy access to himself/herself Student Can dexplain and identify similarities and differences help them understand the content better Can explain how sminigrities and differences help them understand the content better Uses guining their own reasoning or the logic of the information as presented to them Can describe errors or informal fallacies in information Can explain the overall structure of an argument presented to support a claim Can explain the overall structure of an argument presented to support a claim Valuent Performs the skill, strategy or process with increas		
Asks students to summarize what they learned or explain how this helped their understanding MDQ 3.18 When content is informational, the teacher helps students deepen their knowledge by examining their own reasoning or the logic of the information as presented to them Student Asks students to examine errors or informal fallacies (faulty logic, attacks, weak references) Asks students to examine the strength of support presented for a claim MDQ 3.19 When the content involves a skill, strategy or process, the teacher Engages students in massed and distributed activities appropriate to current ability Uses guided practice if students can't perform skill/strategy/process; independent if they can MDQ 4.21 The teacher organizes the class in such a way as to facilitate students Engages students into groups to generate and test hypotheses Organizes students into groups to generate and test hypotheses MDQ 4.22 The teacher engages them in complex tasks (decision-making, problem-solving, investigation, etc.) Facilitates students with explicit tasks (decision-making, problem-solving, investigation, etc.) Facilitates students were provided and provides easy access to himself/herself Can explain how similarities and differences help them develop fluency Student Can describe errors or informal fallacies in information Can explain the overall structure of an argument presented to support a claim Can explain the overall structure of an argument presented to support a claim Can explain the overall structure of an argument presented to support a claim Can explain the overall structure of an argument presented to support a claim Can explain the overall structure of an argument presented to support a claim Can explain the overall structure of an argument presented to support a claim Can explain the overall structure of an argument presented to support a claim Can explain the overall structure of an argument presented to support a claim Can explain the overall structure of an argument presented to support a claim Can exp		
Asks students to summarize what they learned or explain how this helped their understanding MDQ 3.18 When content is informational, the teacher helps students deepen their knowledge by examining their own reasoning or the logic of the information as presented to them Student Asks students to examine errors or informal fallacies (faulty logic, attacks, weak references) Asks students to examine the strength of support presented for a claim MDQ 3.19 When the content involves a skill, strategy or process, the teacher Engages students in massed and distributed activities appropriate to current ability Uses guided practice if students can't perform skill/strategy/process; independent if they can MDQ 4.21 The teacher organizes the class in such a way as to facilitate students Engages students into groups to generate and test hypotheses Organizes students into groups to generate and test hypotheses MDQ 4.22 The teacher engages them in complex tasks (decision-making, problem-solving, investigation, etc.) Facilitates students with explicit tasks (decision-making, problem-solving, investigation, etc.) Facilitates students were provided and provides easy access to himself/herself Can explain how similarities and differences help them develop fluency Student Can describe errors or informal fallacies in information Can explain the overall structure of an argument presented to support a claim Can explain the overall structure of an argument presented to support a claim Can explain the overall structure of an argument presented to support a claim Can explain the overall structure of an argument presented to support a claim Can explain the overall structure of an argument presented to support a claim Can explain the overall structure of an argument presented to support a claim Can explain the overall structure of an argument presented to support a claim Can explain the overall structure of an argument presented to support a claim Can explain the overall structure of an argument presented to support a claim Can exp	Uses comparison, classifying, analogy or metaphor activities	Can explain and identify similarities and differences
understandingMDQ 3.18 When content is informational, the teacher helps students deepen their knowledge by examining their own reasoning or the logic of the information as presented to themTeacherStudentAsks students to examine errors or informal fallacies (faulty logic, attacks, weak references) Asks students to examine the strength of support presented for a claimCan describe errors or informal fallacies in information Can explain the overall structure of an argument presented to support a claimMDQ 3.19 When the content involves a skill, strategy or process, the teacherStudentEngages students in massed and distributed activities appropriate to current ability Uses guided practice if students can't perform skill/strategy/process; independent if they canStudentMDQ 4.21 The teacher organizes the class in such a way as to facilitate studentsPerforms the skill, strategy or process with increased competenceEstablishes the need to generate and test hypothesesStudentOrganizes students into groups to generate and test hypothesesStudentMDQ 4.22 The teacher engages them in complex tasks (decision-making, problem-solving, and problem-solving, experimental inquiry, investigation) that require them to generate and test hypothesesMDQ 4.22 The teacher engages them in complex tasks (decision-making, problem-solving, investigation, etc.)StudentEngages students with explicit tasks (decision-making, problem-solving, investigation, etc.)Clearly are working on tasks and can explain the hypothesis they are testingEngages students generating their own or group task requiring generating and testingClearly are working on tasks and can explain the hypothesis they are testingEngages students benefit t		
Teacher Asks students to examine errors or informal fallacies (faulty logic, attacks, weak references) Asks students to examine the strength of support presented for a claim MDQ 3.19 When the content involves a skill, strategy or process, the teacher engages students in massed and distributed activities appropriate to current ability Uses guided practice if students can't perform skill/strategy/process; independent if they can MDQ 4.21 The teacher organizes the class in such a way as to facilitate students students into groups to generate and test hypotheses Organizes students into groups to generate and test hypotheses MDQ 4.22 The teacher engages them in complex tasks (decision-making, problem-solving, facilitates students with explicit tasks (decision-making, problem-solving, facilitates students with explicit tasks (decision-making, problem-solving, facilitates students engage in cognitively complex tasks MDQ 4.23 The teacher acts as a resource provider and provides easy access to himself/herself MDQ 4.25 The teacher set and test not group task requiring generating and testing can explain the verall structure of an argument presented to support a claim Can describe errors or informal fallacies in information Can explain the overall structure of an argument presented to support a claim Can describe errors or informal fallacies in information Can explain the overall structure of an argument presented to support a claim Can explain the overall structure of an argument presented to support a claim Can explain the overall structure of an argument presented to support a claim Can describe the skill, strategy or process with increased confidence Performs the skill, strategy or process with increased confidence Performs the skill, strategy or process with increased confidence Performs the skill, strategy or process with increased confidence Performs the skill, strategy or process with increased confidence Performs the skill, strategy or process with increased confidence Performs the skill, strategy		
Teacher Asks students to examine errors or informal fallacies (faulty logic, attacks, weak references) Asks students to examine the strength of support presented for a claim MDQ 3.19 When the content involves a skill, strategy or process, the teacher Engages students in massed and distributed activities appropriate to current ability Uses guided practice if students can't perform skill/strategy/process; independent if they can MDQ 4.21 The teacher organizes the class in such a way as to facilitate students Establishes the need to generate and test hypotheses Organizes students into groups to generate and test hypotheses Organizes students with explicit tasks (decision-making, problem-solving, experimental inquiry, investigation) that require them to generate and test hypotheses Teacher Engages students with explicit tasks (decision-making, problem-solving, experimental inquiry, investigation) that require them to generate and test hypotheses Teacher Engages students with explicit tasks (decision-making, problem-solving, experimental inquiry, investigation) that require them to generate and test hypotheses Teacher Engages students generating their own or group task requiring generating and testing MDQ 4.23 The teacher acts as a resource provider and suide as students engage in cognitively complex tasks Teacher Circulates the room and provides easy access to himself/herself Student Clearly are working on tasks and can explain the hypothesis they are testing Can explain whether their hypothesis was confirmed Can explain whether their hypothesis was confirmed or disconfirmed Student Clearly are working on tasks and can explain the hypothesis they are testing Can explain whether their hypothesis was confirmed or disconfirmed Student Clearly are working on tasks and can explain the hypothesis they are testing Can explain whether their hypothesis was confirmed or disconfirmed Student Clearly are working on tasks and can explain the hypothesis they are testing Can explain whether their hypothesis was confirm		edge by examining their own reasoning or the logic of the information as presented to them
Asks students to examine the strength of support presented for a claim MDQ 3.19 When the content involves a skill, strategy or process, the teacher Engages students in massed and distributed activities appropriate to current ability Uses guided practice if students can't perform skill/strategy/process; independent if they can MDQ 4.21 The teacher organizes the class in such a way as to facilitate students Establishes the need to generate and test hypotheses Organizes students into groups to generate and test hypotheses MDQ 4.22 The teacher engages them in complex tasks (decision-making, problem-solving, investigation, etc.) Facilitates students with explicit tasks (decision-making, problem-solving, investigation, etc.) Facilitates students generating their own or group task requiring generating and testing MDQ 4.23 The teacher acts as a resource provider MDQ 4.23 The teacher acts as a resource provider Student Circulates the room and provides easy access to himself/herself Can explain the overall structure of an argument presented to support a claim Student Performs the skill, strategy or process with increased confidence Performs the skill, strategy or process with increased competence Student Student Can describe the importance of generating and testing hypotheses Can explain how groups support their learning and help them generate and test hypotheses Student Clearly are working on tasks and can explain the hypothesis they are testing Can explain whether their hypothesis was confirmed or disconfirmed Student Clearly are working on tasks and can explain the hypothesis they are testing Can explain whether their hypothesis was confirmed or disconfirmed Student Clearly are working on tasks and can explain the hypothesis was confirmed or disconfirmed Student Clearly are working on tasks and can explain the hypothesis was confirmed or disconfirmed Student Clearly are working on tasks and can explain the hypothesis was confirmed or disconfirmed Student Clearly are working on tasks and can explain the		
Asks students to examine the strength of support presented for a claim MDQ 3.19 When the content involves a skill, strategy or process, the teacher Engages students in massed and distributed activities appropriate to current ability Uses guided practice if students can't perform skill/strategy/process; independent if they can MDQ 4.21 The teacher organizes the class in such a way as to facilitate students Establishes the need to generate and test hypotheses Organizes students into groups to generate and test hypotheses MDQ 4.22 The teacher engages them in complex tasks (decision-making, problem-solving, investigation, etc.) Facilitates students with explicit tasks (decision-making, problem-solving, investigation, etc.) Facilitates students generating their own or group task requiring generating and testing MDQ 4.23 The teacher acts as a resource provider MDQ 4.23 The teacher acts as a resource provider Student Circulates the room and provides easy access to himself/herself Can explain the overall structure of an argument presented to support a claim Student Performs the skill, strategy or process with increased confidence Performs the skill, strategy or process with increased competence Student Student Can describe the importance of generating and testing hypotheses Can explain how groups support their learning and help them generate and test hypotheses Student Clearly are working on tasks and can explain the hypothesis they are testing Can explain whether their hypothesis was confirmed or disconfirmed Can explain whether their hypothesis was confirmed or disconfirmed Student Clearly are working on tasks and can explain the hypothesis they are testing Can explain whether their hypothesis was confirmed or disconfirmed Student Clearly are working on tasks and can explain the hypothesis they are testing Can explain whether their hypothesis was confirmed or disconfirmed Student Clearly are working on tasks and can explain the hypothesis they are testing Can explain whether their hypothesis was confir	Asks students to examine errors or informal fallacies (faulty logic, attacks, weak references)	Can describe errors or informal fallacies in information
Teacher Engages students in massed and distributed activities appropriate to current ability Uses guided practice if students can't perform skill/strategy/process; independent if they can MDQ 4.21 The teacher organizes the class in such a way as to facilitate students Establishes the need to generate and test hypotheses Organizes students into groups to generate and test hypotheses MDQ 4.22 The teacher engages them in complex tasks (decision-making, problem-solving, investigation, etc.) Engages students with explicit tasks (decision-making, problem-solving, investigation, etc.) Engages students generating their own or group task requiring generating and testing MDQ 4.23 The teacher eachs as a resource provider and Ectarbal for can be students engage in cognitively complex tasks MDQ 4.23 The teacher acts as a resource provider and Ectarbal for can be students engage in cognitively complex tasks Teacher MDQ 4.23 The teacher acts as a resource provider and Ectarbal for can be skill, strategy or process with increased confidence Performs the skill, strategy or process with increased competence Performs the skill, strategy or process with increased competence Performs the skill, strategy or process with increased competence Performs the skill, strategy or process with increased competence Performs the skill, strategy or process with increased competence Performs the skill, strategy or process with increased competence Performs the skill, strategy or process with increased competence Performs the skill, strategy or process with increased competence Performs the skill, strategy or process with increased competence Performs the skill, strategy or process with increased competence Performs the skill, strategy or process with increased competence Performs the skill, strategy or process with increased competence Performs the skill, strategy or process with increased competence Performs the skill, strategy or process with increased competence Performs the skill, strategy or process with increased competence Performs th		Can explain the overall structure of an argument presented to support a claim
Teacher Engages students in massed and distributed activities appropriate to current ability Uses guided practice if students can't perform skill/strategy/process; independent if they can MDQ 4.21 The teacher organizes the class in such a way as to facilitate students working on complex tasks that require them to generate and test hypotheses Teacher Establishes the need to generate and test hypotheses Organizes students into groups to generate and test hypotheses MDQ 4.22 The teacher engages them in complex tasks (decision-making, problem-solving, experimental inquiry, investigation) that require them to generate and test hypotheses Teacher Engages students with explicit tasks (decision-making, problem-solving, investigation, etc.) Facilitates students generating their own or group task requiring generating and testing MDQ 4.23 The teacher acts as a resource provider and guide as students engage in cognitively complex tasks Teacher Circulates the room and provides easy access to himself/herself Student Student Student Seeks out the teacher for advice and guidance		
Uses guided practice if students can't perform skill/strategy/process; independent if they can MDQ 4.21 The teacher organizes the class in such a way as to facilitate students Teacher Establishes the need to generate and test hypotheses Organizes students into groups to generate and test hypotheses MDQ 4.22 The teacher engages them in complex tasks (decision-making, problem-solving, acceptance) Teacher Engages students with explicit tasks (decision-making, problem-solving, investigation, etc.) Facilitates students generating their own or group task requiring generating and testing MDQ 4.23 The teacher acts as a resource provider and suide as students engage in cognitively complex tasks Student Clearly are working on tasks and can explain the hypothesis they are testing can explain whether their hypothesis was confirmed or disconfirmed Student Can explain whether their hypothesis was confirmed or disconfirmed Satudent can explain whether their hypothesis was confirmed or disconfirmed Student Can explain whether their hypothesis was confirmed or disconfirmed Student Can explain whether their hypothesis was confirmed or disconfirmed Satudent can explain whether their hypothesis was confirmed or disconfirmed Student Circulates the room and provides easy access to himself/herself Seeks out the teacher for advice and guidance		
Uses guided practice if students can't perform skill/strategy/process; independent if they can MDQ 4.21 The teacher organizes the class in such a way as to facilitate students Teacher Establishes the need to generate and test hypotheses Organizes students into groups to generate and test hypotheses MDQ 4.22 The teacher engages them in complex tasks (decision-making, problem-solving, acceptance) Teacher Engages students with explicit tasks (decision-making, problem-solving, investigation, etc.) Facilitates students generating their own or group task requiring generating and testing MDQ 4.23 The teacher acts as a resource provider and suide as students engage in cognitively complex tasks Student Clearly are working on tasks and can explain the hypothesis they are testing can explain whether their hypothesis was confirmed or disconfirmed Student Can explain whether their hypothesis was confirmed or disconfirmed Satudent can explain whether their hypothesis was confirmed or disconfirmed Student Can explain whether their hypothesis was confirmed or disconfirmed Student Can explain whether their hypothesis was confirmed or disconfirmed Satudent can explain whether their hypothesis was confirmed or disconfirmed Student Circulates the room and provides easy access to himself/herself Seeks out the teacher for advice and guidance	Engages students in massed and distributed activities appropriate to current ability	Performs the skill, strategy or process with increased confidence
MDQ 4.21 The teacher organizes the class in such a way as to facilitate students Teacher Establishes the need to generate and test hypotheses Organizes students into groups to generate and test hypotheses Organizes students into groups to generate and test hypotheses MDQ 4.22 The teacher engages them in complex tasks (decision-making, problem-solving, investigation, etc.) Facilitates students with explicit tasks (decision-making, problem-solving, investigation, etc.) Facilitates students generating their own or group task requiring generating and testing MDQ 4.23 The teacher acts as a resource provider and suide as students engage in cognitively complex tasks Student Circulates the room and provides easy access to himself/herself Student Seeks out the teacher for advice and guidance		
Teacher Establishes the need to generate and test hypotheses Organizes students into groups to generate and test hypotheses Organizes students into groups to generate and test hypotheses MDQ 4.22 The teacher engages them in complex tasks (decision-making, problem-solving, experimental inquiry, investigation) that require them to generate and test hypotheses Teacher Engages students with explicit tasks (decision-making, problem-solving, investigation, etc.) Facilitates students generating their own or group task requiring generating and testing MDQ 4.23 The teacher acts as a resource provider and guide as students engage in cognitively complex tasks Teacher Circulates the room and provides easy access to himself/herself Student		, 0, 1
Teacher Establishes the need to generate and test hypotheses Organizes students into groups to generate and test hypotheses Organizes students into groups to generate and test hypotheses MDQ 4.22 The teacher engages them in complex tasks (decision-making, problem-solving, experimental inquiry, investigation) that require them to generate and test hypotheses Teacher Engages students with explicit tasks (decision-making, problem-solving, investigation, etc.) Facilitates students generating their own or group task requiring generating and testing MDQ 4.23 The teacher acts as a resource provider and guide as students engage in cognitively complex tasks Teacher Circulates the room and provides easy access to himself/herself Student	MDQ 4.21 The teacher organizes the class in such a way as to facilitate studen	ts working on complex tasks that require them to generate and test hypotheses
Establishes the need to generate and test hypotheses Organizes students into groups to generate and test hypotheses MDQ 4.22 The teacher engages them in complex tasks (decision-making, problem-solving, experimental inquiry, investigation) that require them to generate and test hypotheses Teacher Engages students with explicit tasks (decision-making, problem-solving, investigation, etc.) Facilitates students generating their own or group task requiring generating and testing MDQ 4.23 The teacher acts as a resource provider and suide as students engage in cognitively complex tasks Teacher Circulates the room and provides easy access to himself/herself Can describe the importance of generating and testing hypotheses Can explain how groups support their learning and help them generate and test hypotheses Student Clearly are working on tasks and can explain the hypothesis they are testing Can explain whether their hypothesis was confirmed or disconfirmed Student Student Student Circulates the room and provides easy access to himself/herself Seeks out the teacher for advice and guidance		
Organizes students into groups to generate and test hypotheses MDQ 4.22 The teacher engages them in complex tasks (decision-making, problem-solving, experimental inquiry, investigation) that require them to generate and test hypotheses Student Engages students with explicit tasks (decision-making, problem-solving, investigation, etc.) Facilitates students generating their own or group task requiring generating and testing MDQ 4.23 The teacher acts as a resource provider and guide as students engage in cognitively complex tasks Teacher Circulates the room and provides easy access to himself/herself Can explain how groups support their learning and help them generate and test hypotheses Student Clearly are working on tasks and can explain the hypothesis they are testing Can explain whether their hypothesis was confirmed or disconfirmed Student Student Circulates the room and provides easy access to himself/herself Seeks out the teacher for advice and guidance		
MDQ 4.22 The teacher engages them in complex tasks (decision-making, problem-solving, experimental inquiry, investigation) that require them to generate and test hypotheses Teacher Engages students with explicit tasks (decision-making, problem-solving, investigation, etc.) Facilitates students generating their own or group task requiring generating and testing MDQ 4.23 The teacher acts as a resource provider and guide as students engage in cognitively complex tasks Teacher Circulates the room and provides easy access to himself/herself Seeks out the teacher for advice and guidance	,,	
Teacher Engages students with explicit tasks (decision-making, problem-solving, investigation, etc.) Facilitates students generating their own or group task requiring generating and testing MDQ 4.23 The teacher acts as a resource provider and guide as students engage in cognitively complex tasks Teacher Circulates the room and provides easy access to himself/herself Student Clearly are working on tasks and can explain the hypothesis they are testing Can explain whether their hypothesis was confirmed or disconfirmed Students Student Student Seeks out the teacher for advice and guidance		
Engages students with explicit tasks (decision-making, problem-solving, investigation, etc.) Facilitates students generating their own or group task requiring generating and testing MDQ 4.23 The teacher acts as a resource provider and guide as students engage in cognitively complex tasks Teacher Circulates the room and provides easy access to himself/herself Clearly are working on tasks and can explain the hypothesis they are testing Can explain whether their hypothesis was confirmed or disconfirmed Student Seeks out the teacher for advice and guidance		
Facilitates students generating their own or group task requiring generating and testing MDQ 4.23 The teacher acts as a resource provider and guide as students engage in cognitively complex tasks Teacher Circulates the room and provides easy access to himself/herself Can explain whether their hypothesis was confirmed or disconfirmed guide as students engage in cognitively complex tasks Student Seeks out the teacher for advice and guidance		
MDQ 4.23 The teacher acts as a resource provider and guide as students engage in cognitively complex tasks Teacher Circulates the room and provides easy access to himself/herself Seeks out the teacher for advice and guidance		
Teacher Student Circulates the room and provides easy access to himself/herself Seeks out the teacher for advice and guidance		, , , , , , , , , , , , , , , , , , , ,
Circulates the room and provides easy access to himself/herself Seeks out the teacher for advice and guidance		
· · · · · · · · · · · · · · · · · · ·		
	Volunteers resources and guidance as needed by entire class, groups, or individual students	Can explain how the teacher provides assistance and guidance

MDQ 5.24 The teacher scans the room making note of	when students are not engaged and takes overt action									
Teacher	Student									
Notices when specific students or groups are not engaged	Appears aware that the teacher is taking note of their engagement level									
Notices when energy levels in the room is low; takes action to re-engage students	Tires to increase their level of engagement when prompted									
	sequential competition to maintain student engagement									
Teacher	Student									
Uses structured games (Jeopardy; family feud) and impromptu games to increase	Engages in games with some enthusiasm									
engagement	Can explain how games keep their interest and help them learn and remember content									
Uses friendly competition along with classroom games										
MDQ 5.26 The teacher uses response rate technic	MDQ 5.26 The teacher uses response rate techniques to maintain student engagement in questions									
Teacher	Student									
Uses wait time, response cards, and raised hands to respond to questions	Or entire class responds to questions posed by the teacher									
Uses choral response, technology to track responses and response chaining	Can describe their thinking about specific questions posed by the teacher									
MDQ 5.27 The teacher uses physical movement to maintain student engagement										
Teacher	Student									
Uses standing up, stretching, voting with feet, give-one-get-one, acting out or modeling	Engage in physical activities designed by the teacher									
Has students move to a part of the room that represents their answer	Can explain how physical movement keeps their interest and helps them learn									
, ,	niques to maintain students' engagement									
Teacher	Student									
Employs crisp transitions from one activity to another	Quickly adapts to transitions and re-engages when a new activity is begun									
Alters pace appropriately (i.e. speeds up or slows down as appropriate	Students describe the pace as not too slow and not too fast									
MDQ 5.29 The teacher demonstrates intensity and enthusiasm for the content in a variety of ways										
Teacher	Student									
Describes personal experiences that relate to content	Says teacher likes the content and likes teaching it									
Signals excitement for content through physical gestures, voice tone, dramatization	Attention level increases when the teacher demonstrates enthusiasm and intensity									
Overtly adjusts energy level										
	sy techniques to maintain student engagement									
Teacher	Student									
Structures mini-debates about the content	Engages in friendly controversy activities with enhanced engagement									
Has students examine multiple perspectives and opinions about the content	Describes friendly controversy activities as stimulating, fun, etc.									
Elicits different opinions on content from members of the class	Explains how friendly controversy helped them understand content better									
MDQ 5.31 The teacher provides students with opportunities to	relate what is being addressed in class to their personal interests									
Teacher	Student									
Is aware of student interests and makes connections between these and content	Engages in activities that require them to make connections between interests and content									
Structures activities that ask students to make connections between content and interests	Explains how making connections helps them understands content better									
Appears encouraging and interested in connections between content and interests										
	pout the content in a manner that enhances student engagement									
Teacher	Student									
Provides interesting facts and details about the content	Attention increases when unusual information is provided about the content									
Encourages students to identify interesting information about the content	Explains how unusual information makes them more interested in content									
Uses activities like "believe it or not" or guest speakers										

Teacher Growth Guide 1.3 – Marzano Strategies

Standard 1: Content knowledge aligned with appropriate instruction.

Quality Indicator 3: Disciplinary research and inquiry methodologies

	Emerging		Devel	oping	Prof	icient	Distinguished			
1E3) The emerging tea	acher		1D3) The developin	g teacher also	1P3) The profici	ent teacher	1S3) The distinguished teacher			
					also		also			
Introduces students to various methods of inquiry and research methodologies.			Employs stude instructional ap capacity for all research metho	oproaches to build students on	engage stu processes o research pe	trategies to dents in the of inquiry and ertinent to the eing taught.	Acquires and shares new knowledge on inquiry and research methodologies that improve student learning.			
Score = 0	1	2	3	4	5	6	7			
(MDQ) Not Using	Begin	ning	Develo	ping	Арр	Innovating				
Strategy is called for	Strategy is done inc	orrectly or with	Strategy is done corre	ctly	Strategy is done of	correctly and its	Adapts/creates new strategies for			
but not exhibited	parts missing				impact/effectiver	ness monitored	unique student needs/situations			
MDQ 4.21	The teacher organize	es the class in such a	way as to facilitate stu	dents working on cor	nplex tasks that re	quire them to gener	ate and test hypotheses			
Teacher				Student						
Establishes the need to §	generate and test hyp	otheses		Can describe th	e importance of ge	nerating and testing	hypotheses			
Organizes students into	groups to generate ar	d test hypotheses		Can explain how	w groups support th	eir learning and help	o them generate and test hypotheses			
MDQ 4.22 The teach	her engages them in o	omplex tasks (decis	ion-making, problem-so	olving, experimental i	nquiry, investigatio	n) that require then	n to generate and test hypotheses			
Teacher				Student						
Engages students with e	xplicit tasks (decision-	making, problem-so	lving, investigation, etc.) Clearly are wor	king on tasks and ca	an explain the hypotl	hesis they are testing			
Facilitates students gene	erating their own or gr	oup task requiring g	enerating and testing	Can explain wh	Can explain whether their hypothesis was confirmed or disconfirmed					
	MDQ 4	.23 The teacher act	s as a resource provide	r and guide as studen	ts engage in cognit	ively complex tasks				
Teacher				Student						
Circulates the room and	Circulates the room and provides easy access to himself/herself					nd guidance				
Volunteers resources an	Volunteers resources and guidance as needed by entire class, groups, or individual students					Can explain how the teacher provides assistance and guidance				

Teacher Growth Guide 1.4 – Marzano Strategies

Standard 1: Content knowledge aligned with appropriate instruction.

Quality Indicator 4: Interdisciplinary instruction

	Emerging		Devel	oping	Profi	cient	Distinguished			
1E4) The emerging te	acher		1D4) The developin	g teacher also	1P4) The proficie	ent teacher	1S4) The distinguished teacher			
					also		also			
Demonstrates the ability to make interdisciplinary content connections during instruction.			Implements me interdisciplinar experiences th students to app knowledge.	ry learning at require	interdisciplin that guide st analyzing the complexities	udents in e of an issue or ng perspectives	Connects current interdisciplinary themes to their discipline(s) and weaves those themes into meaningful learning experiences through collaboration with students, colleagues, and/or real-world partners.			
Score = 0	1	2	3	4	5	6	7			
(MDQ) Not Using	Begin	ning	Devel	oping	Арр	lying	Innovating			
Strategy is called for	Strategy is done inco	orrectly or with	Strategy is done corre	ectly	Strategy is done c		Adapts/creates new strategies for			
but not exhibited	parts missing				impact/effectiven		unique student needs/situations			
MDQ 5.24 The teacher scans the room making note of when students are not engaged and takes overt action										
Teacher		_		Student						
Notices when specific s					Appears aware that the teacher is taking note of their engagement level					
Notices when energy le					Tires to increase their level of engagement when prompted					
- 1		MDQ 5.30 The tea	cher uses friendly contr	versy techniques to maintain student engagement						
Teacher Structures mini-debates	s about the centent			Student						
Has students examine r		nd aninians about th	ne content		Engages in friendly controversy activities with enhanced engagement Describes friendly controversy activities as stimulating, fun, etc.					
Elicits different opinion			ie content		iendly controversy h					
Lists different opinion			or intriguing information							
Teacher	4			Student			<u> </u>			
Provides interesting fac	ts and details about the	e content			ases when unusual i	nformation is provid	ded about the content			
Encourages students to			content		Explains how unusual information makes them more interested in content					
Uses activities like "beli	eve it or not" or guest :	speakers								
	MDQ 7.33	The teacher uses be	ehaviors associated wit	h "with-it-ness" to ma	aintain adherence to	rules and procedu	res			
Teacher				Student						
Physically occupies all q	uadrants of the room /	proactively address	ses inflammatory	Recognizes that the teacher is aware of their behavior						
situations				Describes the to	eacher as aware of v	vhat is going on or h	nas eyes in the back of their head			
Scans the entire room;	makes eye contact; dea	als with potential so	urces of disruption							

MDQ 7.34 The teacher applies consequences for	not following rules and procedures consistently and fairly								
Teacher	Student								
Use nonverbal signs for inappropriate behavior (eye contact; proximity; tap desk; shake	Ceases inappropriate behavior when signaled to do so								
head)	Accepts consequences as a part of the way the class is conducted								
Uses verbal signals for inappropriate behavior (says stop; says rule is broken)	Can describe the teacher as fair in the application of rules								
Uses contingency consequences; involves home; direct cost consequences									
MDQ 7.35 The teacher consistently and fairly acknowledges adherence to rules and procedures									
Teacher	Student								
Uses verbal & non-verbal signals (smile; nod of head; high five; says thank you)	Appears appreciative of the teacher's acknowledgement								
Notifies home with compliment; uses reward or certificate of merit; token economies	Number of students adhering to rules increases								
MDQ 8.38 The teacher behaves in an objective and controlled manner									
Teacher	Student								
Does not exhibit extremes in positive or negative emotions; is calm and controlled	Is settled by the teacher's calm behavior								
Does not demonstrate personal offense at misbehavior or inflammatory issues	Describes the teacher as in control of self and class; does not hold grudges or take personally								

Teacher Growth Guide 1.5 – Marzano Strategies

Standard 1: Content knowledge aligned with appropriate instruction.

Quality Indicator 5: Diverse social and cultural perspectives

Emerging			Developing		Proficient		Distinguished	
1E5) The emerging teacher			1D5) The developing teacher also		1P5) The proficient teacher also		1S5) The distinguished teacher also	
Facilitates studen	ts' ability to develop	balanced,	Designs instructio	n that	Builds back	ground	Facilitates student action to	
	l cultural perspective	es by recognizing	incorporates glob		_	from a variety of	address real-world	
personal bias in le	esson design.		about national/re	_		es critical to	problems from a variety of	
			contributions to,	and cultural	fostering ir	novation, solving	perspectives related to the	
			differences/interp	oretations of the	global chal	lenges, and	discipline that improves	
			discipline.		assuring a	nealthy	their community and/or	
					democracy		world.	
Score = 0	1	2	3	4	5	6	7	
(MDQ) Not Using	Begin	•	Developi	•		olying	Innovating	
Strategy is called for	Strategy is done inco	orrectly or with	Strategy is done correctl	У	Strategy is done		Adapts/creates new strategies for	
but not exhibited	parts missing				impact/effective		unique student needs/situations	
	The teacher organize	es the class in such a	way as to facilitate stude		nplex tasks that re	quire them to gener	ate and test hypotheses	
Teacher				Student Can describe the importance of generating and testing hypotheses				
Establishes the need to g							• •	
Organizes students into	<u> </u>				Can explain how groups support their learning and help them generate and test hypotheses g, experimental inquiry, investigation) that require them to generate and test hypotheses			
	ner engages them in c	ompiex tasks (decisi	on-making, problem-solv	Student	nquiry, investigation	on) that require then	n to generate and test nypotneses	
Teacher Engages students with e	valicit tacks (docision	making problem col	ving investigation etc.)		king on tacks and c	an avalain the hypoth	nesis they are testing	
Facilitates students gene						esis was confirmed or		
Tacintates students gene			s as a resource provider a				discommined	
Teacher		ine teather att	as a resource provider a	Student	to engage in togine	recry complex cases		
Circulates the room and	provides easy access t	to himself/herself		Seeks out the teacher for advice and guidance				
			ps, or individual students	Can explain how the teacher provides assistance and guidance				
			ther uses friendly controv					
Teacher			-	Student				
Structures mini-debates about the content				Engages in frien	Engages in friendly controversy activities with enhanced engagement			
Has students examine multiple perspectives and opinions about the content					vities as stimulating,			
Elicits different opinions on content from members of the class						helped them underst		
	MDQ 8.36	The teacher uses st	udents' interests and bac	· · · · · · · · · · · · · · · · · · ·	e a climate of acce	ptance and commun	ity	
Teacher				Student				
Has side discussions with		ts in their lives or to	pics of interest	Describes teacher as someone who knows them & is interested in them; accepts them				
Builds student interests into lessons				Responds that t	eacher demonstra	tes understanding of	their interests and background	

MDQ 8.37 When appropriate, the teacher uses verbal and nonverbal behavior that indicates caring for students					
Teacher Student					
Compliments on academic/personal accomplishments; uses informal conversations	Describes teacher as someone who cares about them				
Uses humor, smiles, nods, puts hands on shoulders when appropriate Responds to verbal and nonverbal interactions					

Teacher Growth Guide 2.1 – Marzano Strategies

Standard 2: Student Learning, Growth and Development

The teacher understands how students learn, develop and differ in their approaches to learning. The teacher provides learning opportunities that are adapted to diverse learners and support the intellectual, social, and personal development of all students.

Quality Indicator 1: Cognitive, social, emotional and physical development

Emerging Developing			oping	Profi	cient	Distinguished	
2E1) The emerging teacher 2D		2D1) The developin	g teacher also	2P1) The proficie	ent teacher	2S1) The distinguished teacher	
, , ,				also		also	
Knows how to address developmental factors when making instructional decisions.		Applies understanding of child/adolescent growth and development markers to implement instruction that fosters development in students.		Uses knowledge of individual growth and development to monitor and chart learner's progress toward goals in each domain to meet current needs and lead to the next level of development.		Models and shares with colleagues an effective, continuous instructional cycle that assesses individual performance, identifies needs and provides instruction promoting individual advancement in each domain.	
Score = 0	1	2	3	4	5	6	7
Not Using	Begin	ning	Develo	pping	Applying		Innovating
Strategy is called for	Strategy is done inc	orrectly or with	Strategy is done corre	ctly	Strategy is done correctly and its Adapts/creates new strategies		
but not exhibited	parts missing				impact/effectiveness monitored unique student needs/situations		
	The teacher provides	a clearly stated lead	rning goal accompanied	by scale or rubric tha	at describes levels o	f performance rela	tive to the learning goal
Teacher				Student			
Posts a learning goal so a				· ·	learning goal and h		
Uses a goal that is a clea assignment	r statement of knowle	edge/information, no	ot an activity or	Can explain the	levels of performan	ce articulated in the	e scale or rubric
Makes reference to the g	goal throughout the le	esson and may use a	scale or rubric				
	MDQ 1.2 The Teach	er facilitates trackin	g of student progress o	n one or more learnir	ng goals using a forr	native approach to	assessment
Teacher				Student			
Helps students track the					Can describe their status relative to the learning goal using the rubric or scale		
	Uses formal/informal means to assign scores to students (class) on scale or rubric				updates their status		
MDQ 2.6 The to	eacher identifies a les	sson or part of a less	on as involving importa	ant (critical or non-cri	tical) information to	which students sh	ould pay particular attention
Teacher				Student			
Explains why upcoming of					Can describe the level of importance and why it is important to pay attention to it		
Cues students using tone	e of voice, body positi	on or level of exciter	nent	Visibly adjusts t	Visibly adjusts their level of engagement		

MDQ 2.7 The teacher organizes students into small a	groups to facilitate the processing of new information
Teacher	Student
Has established routines for student grouping and student interaction in groups	Moves into groups in orderly fashion and understands appropriate expectations and
Uses ad hoc groups including dyads, triads, and small groups up to 5 members	Visibly adjusts their level of engagement
	Ilready know to the new content about to be addressed and facilitates these linkages
Teacher	Student
Uses preview questions, reminds students what they know, provides and advance organizer	Can explain linkages or prior knowledge and make predictions about upcoming content
Has students brainstorm, uses anticipation guide and/or motivational hook/launching	Engages in previewing activities and can give a purpose for what they are about to learn
activity	
MDQ 2.9 Based on student needs, the teacher breaks the content into small chu	unks (i.e. digestible bites) of information that can be easily processed by students
Teacher	Student
Stops at strategic points in a verbal presentation, video, presentation or demonstration or as	Can explain why the teacher is stopping at various points
students are reading information or aloud orally	Appears to know what is expected of them when the teacher stops at strategic points
	tudents in summarizing, prediction and questioning to process new information
Teacher	Student
Has group members summarize new information	Volunteer predictions, clarification questions, and can explain what they just learned
Employs process strategies like jigsaw, reciprocal teaching and concept attainment	Groups discuss content asking and answering questions with each other or making
	predictions
MDQ 2.11 The teacher asks inferential questions or engages students in activiti	ies that require elaborative inferences that go beyond what was explicitly taught
Teacher	Student
Asks explicit questions requiring students to make elaborate inferences about content	Volunteers answers to inferential questions
Asks students to explain or defend their inferences	Provides explanations and proofs for inferences
Presents situations or problems that require inferences	
MDQ 2.12 The teacher engages students in activities that help them record their understa	anding of new content in linguistic ways and/or represent the content in nonlinguistic ways
Teacher	Student
Asks students to summarize the information or generate notes identifying critical	Summaries, notes and nonlinguistic representations include critical content
information	Can explain main points of the lesson
Asks students to create graphic organizers, pictures, pictographs, flow charts, or mnemonics	
MDQ 2.13 The teacher engages students in activities that	help them reflect on their learning and the learning process
Teacher	Student
Asks students to state or record what they are clear about or what they are confused about	Can explain confusion or clarity and describe how hard they tried
Asks students to describe how hard they tried and how they could've enhanced their	Can explain what they could have done to enhance their learning
learning	
MDQ 3.14 The teacher engages students in a brief re	view of content that highlights the critical information
Teacher	Student
Begins lesson with a brief review of content	Can describe the previous content on which the new lesson is based
Reviews using summary, using previous information, demonstration, or brief practice test	Response to class activities indicate they recall previous content
MDQ 3.15 The teacher uses grouping in ways the	at facilitate practicing and deepening knowledge
Teacher	Student
Organizes into groups with the expressed idea of deepening knowledge of informal content	Can explain how group work supports their learning
Organizes into groups with the expressed idea of practicing a skill, strategy or process	When in groups, asks others questions or obtains feedback for their peers
MDQ 3.17 When content is informational, the teacher helps studen	ts deepen their knowledge by examining similarities and differences
Teacher	Student
Uses comparison, classifying, analogy or metaphor activities	Can explain and identify similarities and differences
Asks students to summarize what they learned or explain how this helped their	Can explain how similarities and differences help them understand the content better
understanding	

NDO 2.10. When content is informational the teacher halo at dearest heir languaged by a continuous design of the information of						
MDQ 3.18 When content is informational, the teacher helps students deepen their knowledge by examining their own reasoning or the logic of the information as presented to them						
Teacher	Student					
Asks students to examine errors or informal fallacies (faulty logic, attacks, weak references)	Can describe errors or informal fallacies in information					
Asks students to examine the strength of support presented for a claim	Can explain the overall structure of an argument presented to support a claim					
MDQ 3.19 When the content involves a skill, strategy or process, the teacher engages students in practice activities that help them develop fluency						
Teacher	Student					
Engages students in massed and distributed activities appropriate to current ability	Performs the skill, strategy or process with increased confidence					
Uses guided practice if students can't perform skill/strategy/process; independent if they	Performs the skill, strategy or process with increased competence					
can						
MDQ 5.24 The teacher scans the room making note of	f when students are not engaged and takes overt action					
Teacher	Student					
Notices when specific students or groups are not engaged	Appears aware that the teacher is taking note of their engagement level					
Notices when energy levels in the room is low; takes action to re-engage students	Tires to increase their level of engagement when prompted					
MDQ 8.36 The teacher uses students' interests and back	ground to produce a climate of acceptance and community					
Teacher	Student					
Has side discussions with students about events in their lives or topics of interest	Describes teacher as someone who knows them & is interested in them; accepts them					
Builds student interests into lessons	Responds that teacher demonstrates understanding of their interests and background					

Teacher Growth Guide 2.2 – Marzano Strategies

Standard 2: Student Learning, Growth and Development

Quality Indicator 2: Student goals

Emerging			Develo	oing	Prof	icient	Distinguished		
2E2) The emerging teacher		2D2) The developing	teacher also	2P2) The profici	ent teacher	2S2) The distinguished teacher			
				also		also			
Facilitates studen	ts' understanding o	f taking personal	Uses strategies t	o enable	Use strateg	ies to assist	Acquires and shares new		
responsibility for	their own learning.		students to set s	hort- and long-	students in	evaluating and	knowledge on strategies for		
			term goals helpi	ng them to	modifying p	ersonal learning	enabling students to		
			organize and ref	ect on their own	goals based	on personal	expand and assume control		
			learning.		performand	e data.	of their own learning.		
Score = 0	1	2	3	4	5	6	7		
(MDQ) Not Using	Begin	•	Develop	oing	Арр	lying	Innovating		
Strategy is called for	Strategy is done inco	orrectly or with	Strategy is done correct	:ly	Strategy is done of		Adapts/creates new strategies for		
but not exhibited	parts missing				impact/effectiven		unique student needs/situations		
	The teacher provides	a clearly stated lear	rning goal accompanied l		at describes levels o	of performance relat	tive to the learning goal		
Teacher					Student				
Posts a learning goal so a				·	Can explain the learning goal and how current activities relate to it Can explain the levels of performance articulated in the scale or rubric				
Uses a goal that is a clea	r statement of knowle	edge/information, no	ot an activity or	Can explain the	levels of performar	nce articulated in the	e scale or rubric		
assignment			and a sum desta						
Makes reference to the	•								
Teacher	MDQ 1.2 The teach	er facilitates trackin	g of student progress on	Student	ng goais using a tori	native approach to	assessment		
Helps students track the	ir individual progress (on the learning goal			poir status rolativo to	the learning goal w	sing the rubric or scale		
Uses formal/informal me			scale or rubric			on the learning goal	_		
Oses formaly information			s with recognition of the						
Teacher	\	от рестиссиония		Student					
Acknowledges students	who have achieved a	certain score; made	gains in knowledge/skill	Shows signs of	Shows signs of pride regarding their accomplishments in the class				
Celebrates success with				_	Say they want to continue making progress				
			s students in activities th				cess		
Teacher				Student					
Asks students to state or record what they are clear about or what they are confused about			Can explain confusion or clarity and describe how hard they tried						
Asks students to describe how hard they tried and how they could've enhanced their			Can explain wh	at they could have o	lone to enhance the	ir learning			
	learning								
	The teacher organize	es the class in such a	way as to facilitate stud	_	mplex tasks that red	quire them to gener	ate and test hypotheses		
Teacher				Student					
Establishes the need to g				Can describe the importance of generating and testing hypotheses					
Organizes students into groups to generate and test hypotheses				Can explain hov	w groups support th	eir Iearning and help	them generate and test hypotheses		

Teacher Growth Guide 2.3 – Marzano Strategies

Standard 2: Student Learning, Growth and Development

Quality Indicator 3: Theory of learning

Emerging			Developing		Proficient		Distinguished	
2E3) The emerging teacher			2D3) The developing teacher also		2P3) The proficient teacher		2S3) The distinguished teacher	
			_	also		also		
Applies theories o	of learning to create	well-planned	Implements res	search-based	Delivers ins	truction that	Continuously modifies	
and delivered inst	ruction.		instruction focu	used on	effectively p	oroduces	instruction based on his/her	
			production of le	earning for	learning gai	ns for every	own and emerging research	
			individual stude	ents.	student bas	ed on effective	and shares effective	
					plans, groui	nded in	practices and modifications	
					theory/rese	arch, and	with colleagues.	
					designed to	meet individual		
					needs.			
Score = 0	1	2	3	4	5	6	7	
Not Using	Begin	-	Develo			lying	Innovating	
Strategy is called for	Strategy is done inco	orrectly or with	Strategy is done correctly		Strategy is done correctly and its		Adapts/creates new strategies for	
but not exhibited	parts missing		<u> </u>		impact/effectiven		unique student needs/situations	
	The teacher provides	a clearly stated lea	rning goal accompanied		at describes levels o	t pertormance relat	ive to the learning goal	
Teacher				Student			a valata ta it	
Posts a learning goal so a Uses a goal that is a clear		dan/information n	at an activity or		learning goal and he levels of performar			
assignment	i statement of knowle	uge/illiorillation, in	or all activity of	Can explain the	e leveis of periorillar	ice articulated in the	e scale of Tublic	
Makes reference to the g	goal throughout the le	sson and mav use a	scale or rubric					
			ws expectations regard	ing rules and procedu	res to ensure their	effective execution		
Teacher				Student				
Involves students in class					Follow clear routines and can describe established rules and procedures			
Uses class meeting to rev			signals when to use the		Describe the classroom as an orderly place			
Asks students to restate					/signals from teache			
 	MDQ 6.5	The teacher organiz	es the physical layout o		cilitate movement a	and focus on learning	g	
	Teacher				Student			
Physical layout has clear traffic patterns and easy access to materials and centers				Moves easily about the room and can easily focus on instruction Makes use of materials and learning centers				
Decorated to enhance learning					-	antion on hullotin boards		
Bulletin boards relate to current content and student work is displayed MDQ 2.6 The teacher identifies a lesson or part of a lesson as involving important (nation on bulletin boards	
Teacher	eacher luentifies a les	Son or part of a less	our as involving importa		ucal) information to	which students sh	ould pay particular attention	
Explains why upcoming o	content is important				Student Can describe the level of importance and why it is important to pay attention to it			
Cues students using tone	•	on or lovel of excitor	mont		their level of engage		rtant to pay attention to it	

MDQ 2.7 The teacher organizes students into small g	groups to facilitate the processing of new information
Teacher	Student
Has established routines for student grouping and student interaction in groups	Moves into groups in orderly fashion and understands appropriate expectations and
Uses ad hoc groups including dyads, triads, and small groups up to 5 members	Visibly adjusts their level of engagement
	Iready know to the new content about to be addressed and facilitates these linkages
Teacher	Student
Uses preview questions, reminds students what they know, provides and advance organizer	Can explain linkages or prior knowledge and make predictions about upcoming content
Has students brainstorm, uses anticipation guide and/or motivational hook/launching	Engages in previewing activities and can give a purpose for what they are about to learn
activity	
MDQ 2.9 Based on student needs, the teacher breaks the content into small chu	unks (i.e. digestible bites) of information that can be easily processed by students
Teacher	Student
Stops at strategic points in a verbal presentation, video, presentation or demonstration or as	Can explain why the teacher is stopping at various points
students are reading information or aloud orally	Appears to know what is expected of them when the teacher stops at strategic points
	tudents in summarizing, prediction and questioning to process new information
Teacher	Student
Has group members summarize new information	Volunteer predictions, clarification questions, and can explain what they just learned
Employs process strategies like jigsaw, reciprocal teaching and concept attainment	Groups discuss content asking and answering questions with each other or making
	predictions
MDQ 2.11 The teacher asks inferential questions or engages students in activiti	es that require elaborative inferences that go beyond what was explicitly taught
Teacher	Student
Asks explicit questions requiring students to make elaborate inferences about content	Volunteers answers to inferential questions
Asks students to explain or defend their inferences	Provides explanations and proofs for inferences
Presents situations or problems that require inferences	
MDQ 2.12 The teacher engages students in activities that help them record their understa	anding of new content in linguistic ways and/or represent the content in nonlinguistic ways
Teacher	Student
Asks students to summarize the information or generate notes identifying critical	Summaries, notes and nonlinguistic representations include critical content
information	Can explain main points of the lesson
Asks students to create graphic organizers, pictures, pictographs, flow charts, or mnemonics	
MDQ 2.13 The teacher engages students in activities that	help them reflect on their learning and the learning process
Teacher	Student
Asks students to state or record what they are clear about or what they are confused about	Can explain confusion or clarity and describe how hard they tried
Asks students to describe how hard they tried and how they could've enhanced their	Can explain what they could have done to enhance their learning
learning	
MDQ 3.14 The teacher engages students in a brief re	view of content that highlights the critical information
Teacher	Student
Begins lesson with a brief review of content	Can describe the previous content on which the new lesson is based
Reviews using summary, using previous information, demonstration, or brief practice test	Response to class activities indicate they recall previous content
MDQ 3.15 The teacher uses grouping in ways th	at facilitate practicing and deepening knowledge
Teacher	Student
Organizes into groups with the expressed idea of deepening knowledge of informal content	Can explain how group work supports their learning
Organizes into groups with the expressed idea of practicing a skill, strategy or process	When in groups, asks others questions or obtains feedback for their peers
MDQ 3.17 When content is informational, the teacher helps studen	ts deepen their knowledge by examining similarities and differences
Teacher	Student
Uses comparison, classifying, analogy or metaphor activities	Con a suplain and identify similarities and differences
	Can explain and identify similarities and differences
Asks students to summarize what they learned or explain how this helped their	Can explain and identify similarities and differences Can explain how similarities and differences help them understand the content better

Teacher	edge by examining their own reasoning or the logic of the information as presented to them Student			
Asks students to examine errors or informal fallacies (faulty logic, attacks, weak references)	Can describe errors or informal fallacies in information			
Asks students to examine the strength of support presented for a claim	Can explain the overall structure of an argument presented to support a claim			
MDQ 3.19 When the content involves a skill, strategy or process, the teacher engages students in practice activities that help them develop fluency				
Teacher	Student			
Engages students in massed and distributed activities appropriate to current ability	Performs the skill, strategy or process with increased confidence			
Uses guided practice if students can't perform skill/strategy/process; independent if they	Performs the skill, strategy or process with increased competence			
can				

Teacher Growth Guide 2.4 – Marzano Strategies

Standard 2: Student Learning, Growth and Development

Quality Indicator 4: Differentiated lesson design

Emerging			Developing		Proficient		Distinguished
2E4) The emerging teach	ner		2D4) The developing t	eacher also	2P4) The proficier	nt teacher also	2S4) The distinguished teacher also
Designs and implements instruction that considers the needs of students.		Designs and implements instruction that enables students to learn, grow, and develop because their needs are met in a positive learning environment.		Through design and instruction, establishes an inviting and nurturing educational environment by creating a trusting relationship with students that engages them in learning.		Plans and cultivates the unique skills and talents of every child and encourages them to ask questions, take risks and enjoy learning.	
Score = 0	1	2	3	4	5	6	7
Not Using Strategy is called for	Strategy is done inco	-	Develor Strategy is done corre		App Strategy is done of impact/effectiven		Innovating Adapts/creates new strategies for
but not exhibited	parts missing	4 The teacher review	 ws expectations regard	ing mulas and muses du			unique student needs/situations
Teacher Physical layout has clear traffic patterns and easy access to materials and centers Decorated to enhance learning Bulletin boards relate to current content and student work is displayed			m Describe the cla Recognize cues of the classroom to fa Student Moves easily at Makes use of m Attends to exar	Follow clear routines and can describe established rules and procedures Describe the classroom as an orderly place Recognize cues/signals from teachers and can regulate their own behavior the classroom to facilitate movement and focus on learning Student Moves easily about the room and can easily focus on instruction Makes use of materials and learning centers Attends to examples of their displayed work and information on bulletin boards (critical or non-critical) information to which students should pay particular attention			
Teacher Explains why upcoming Cues students using ton	e of voice, body position			Can describe th Visibly adjusts t	Can describe the level of importance and why it is important to pay attention to it Visibly adjusts their level of engagement		
	MDQ	2.7 The teacher org	ganizes students into sn	nall groups to facilitat	te the processing of	new information	
Teacher Has established routines for student grouping and student interaction in groups Uses ad hoc groups including dyads, triads, and small groups up to 5 members MDQ 2.8 The teacher engages students in activities that help them link what they a				Visibly adjusts t	heir level of engage	ment	appropriate expectations and and facilitates these linkages
Teacher Uses preview questions, reminds students what they know, provides and advance organizer Has students brainstorm, uses anticipation guide and/or motivational hook/launching activity				· ·	•		dictions about upcoming content e for what they are about to learn

MDQ 2.9 Based on student needs, the teacher breaks the content into small ch	unks (i.e. digestible bites) of information that can be easily processed by students
Teacher	Student
Stops at strategic points in a verbal presentation, video, presentation or demonstration or as	Can explain why the teacher is stopping at various points
students are reading information or aloud orally	Appears to know what is expected of them when the teacher stops at strategic points
	tudents in summarizing, prediction and questioning to process new information
Teacher	Student
Has group members summarize new information	Volunteer predictions, clarification questions, and can explain what they just learned
Employs process strategies like jigsaw, reciprocal teaching and concept attainment	Groups discuss content asking and answering questions with each other or making
φ τ/τ μ το του του του του του του του του του	predictions
MDQ 2.11 The teacher asks inferential questions or engages students in activit	ies that require elaborative inferences that go beyond what was explicitly taught
Teacher	Student
Asks explicit questions requiring students to make elaborate inferences about content	Volunteers answers to inferential questions
Asks students to explain or defend their inferences	Provides explanations and proofs for inferences
Presents situations or problems that require inferences	
	anding of new content in linguistic ways and/or represent the content in nonlinguistic ways
Teacher	Student
Asks students to summarize the information or generate notes identifying critical	Summaries, notes and nonlinguistic representations include critical content
information	Can explain main points of the lesson
Asks students to create graphic organizers, pictures, pictographs, flow charts, or mnemonics	
	help them reflect on their learning and the learning process
Teacher	Student
Asks students to state or record what they are clear about or what they are confused about	Can explain confusion or clarity and describe how hard they tried
Asks students to describe how hard they tried and how they could've enhanced their	Can explain what they could have done to enhance their learning
learning	
MDQ 3.14 The teacher engages students in a brief re	view of content that highlights the critical information
Teacher	Student
Begins lesson with a brief review of content	Can describe the previous content on which the new lesson is based
Reviews using summary, using previous information, demonstration, or brief practice test	Response to class activities indicate they recall previous content
MDQ 3.15 The teacher uses grouping in ways th	nat facilitate practicing and deepening knowledge
Teacher	Student
Organizes into groups with the expressed idea of deepening knowledge of informal content	Can explain how group work supports their learning
Organizes into groups with the expressed idea of practicing a skill, strategy or process	When in groups, asks others questions or obtains feedback for their peers
MDQ 3.17 When content is informational, the teacher helps studer	nts deepen their knowledge by examining similarities and differences
Teacher	Student
Uses comparison, classifying, analogy or metaphor activities	Can explain and identify similarities and differences
Asks students to summarize what they learned or explain how this helped their	Can explain how similarities and differences help them understand the content better
understanding	
MDQ 3.18 When content is informational, the teacher helps students deepen their knowle	edge by examining their own reasoning or the logic of the information as presented to them
Teacher	Student
Asks students to examine errors or informal fallacies (faulty logic, attacks, weak references)	Can describe errors or informal fallacies in information
Asks students to examine the strength of support presented for a claim	Can explain the overall structure of an argument presented to support a claim
	cher engages students in practice activities that help them develop fluency
Teacher	Student
Engages students in massed and distributed activities appropriate to current ability	Performs the skill, strategy or process with increased confidence
Uses guided practice if students can't perform skill/strategy/process; independent if they	Performs the skill, strategy or process with increased competence
can	
	f when students are not engaged and takes overt action
Teacher	Student
Notices when specific students or groups are not engaged	Appears aware that the teacher is taking note of their engagement level
Notices when energy levels in the room is low; takes action to re-engage students	Tires to increase their level of engagement when prompted
3,	

MDQ 8.36 The teacher uses students' interests and backg	ground to produce a climate of acceptance and community				
Teacher	Student				
Has side discussions with students about events in their lives or topics of interest	Describes teacher as someone who knows them & is interested in them; accepts them				
Builds student interests into lessons	Responds that teacher demonstrates understanding of their interests and background				
MDQ 8.37 When appropriate, the teacher uses verbal and nonverbal behavior that indicates caring for students					
Teacher	Student				
Compliments on academic/personal accomplishments; uses informal conversations	Describes teacher as someone who cares about them				
Uses humor, smiles, nods, puts hands on shoulders when appropriate	Responds to verbal and nonverbal interactions				
MDQ 8.38 The teacher behaves in	an objective and controlled manner				
Teacher	Student				
Does not exhibit extremes in positive or negative emotions; is calm and controlled	Is settled by the teacher's calm behavior				
Does not demonstrate personal offense at misbehavior or inflammatory issues	Describes the teacher as in control of self and class; does not hold grudges or take personally				
MDQ 9.39 The teacher exhibits behaviors that demonstrate value and respect for low expectancy students					
Teacher	Student				
Provides low expectancy with nonverbal indications they are respected and valued	Says teacher cares for all students				
Makes eye contact, smiles, appropriate physical contact, playful dialogue	Treats other students with respect				
Does not allow negative comments about low expectancy students					
Knows which students are the low expectancy students					
MDQ 9.40 The teacher asks questions of low expectancy student	s with the same frequency and depth as high expectancy students				
Teacher	Student				
Makes sure low expectancy students are asked questions at the same rate	Say the teacher expects everyone to participate				
Makes sure low expectancy students are asked complex questions at the same rate	Say the teachers asks difficult questions of every student				
MDQ 9.41 The teacher probes incorrect answers of low expectancy	students in the same manner as that of the high expectancy students				
Teacher	Student				
Asks for further explanation; allows them to collect their thoughts and goes back to them	Say teacher won't let you off the hook and won't give up on you				
Rephrases questions when low expectancy students provide an incorrect answer	Says teacher helps them answer questions successfully				
Breaks a question into smaller and simpler parts when questions are answered incorrectly					

Teacher Growth Guide 2.5 – Marzano Strategies

Standard 2: Student Learning, Growth and Development

Quality Indicator 5: Prior experiences, multiple intelligences, strengths and needs

Emerging			Developing		Proficient		Distinguished	
2E5) The emerging teacher			2D5) The developing teacher also		2P5) The proficient teacher also		2S5) The distinguished teacher also	
Delivers a variety of lesson activities that address students' prior experiences, multiple intelligences, strengths and needs.			Creates and delivers lessons and instructional activities that address the individual needs of all learners and variation in prior knowledge and experiences, multiple intelligences, strengths, and needs.		Adapts strategies to meet individual student needs based on student performance data and where the child is developmentally, cognitively, physically, and affectively to advance knowledge and skill development.		Acquires and shares authentic strategies for actively involving every student in advancing their own learning, building on their unique experience, intelligence, strengths and needs.	
Score = 0	1	2	3	4	5	6	7	
Not Using Strategy is called for but not exhibited	Strategy is done inco parts missing	orrectly or with	Develor Strategy is done corre	ectly	Applying Strategy is done correctly and its impact/effectiveness monitored		Innovating Adapts/creates new strategies for unique student needs/situations	
MDQ 1.1	The teacher provides	a clearly stated lea	rning goal accompanied	d by scale or rubric tha	at describes levels o	f performance relat	tive to the learning goal	
Teacher Posts a learning goal so all students can see it Uses a goal that is a clear statement of knowledge/information, not an activity or assignment Makes reference to the goal throughout the lesson and may use a scale or rubric				Can explain the	Student Can explain the learning goal and how current activities relate to it Can explain the levels of performance articulated in the scale or rubric			
MDQ 2.6 The t	eacher identifies a les	sson or part of a less	son as involving importa	ant (critical or non-cri	tical) information to	which students sh	ould pay particular attention	
Teacher Explains why upcoming content is important Cues students using tone of voice, body position or level of excitement MDQ 2.7. The teacher organizes students into small				Visibly adjusts t	Student Can describe the level of importance and why it is important to pay attention to it Visibly adjusts their level of engagement groups to facilitate the processing of new information			
Teacher	2		January 200 200 200 200 200 200 200 200 200 20	Student				
Has established routines for student grouping and student interaction in groups Uses ad hoc groups including dyads, triads, and small groups up to 5 members				Moves into gro	Moves into groups in orderly fashion and understands appropriate expectations and Visibly adjusts their level of engagement			
MDQ 2.8 The t	eacher engages stude	nts in activities that	help them link what th	ney already know to ti	he new content abo	ut to be addressed	and facilitates these linkages	
Teacher Uses preview questions, reminds students what they know, provides and advance organizer Has students brainstorm, uses anticipation guide and/or motivational hook/launching activity				· · · · · · · · · · · · · · · · · · ·	Student Can explain linkages or prior knowledge and make predictions about upcoming content Engages in previewing activities and can give a purpose for what they are about to learn			

MDQ 2.9 Based on student needs, the teacher breaks the content into small chunks (i.e. digestible bites) of information that can be easily processed by students						
Student						
Can explain why the teacher is stopping at various points						
Appears to know what is expected of them when the teacher stops at strategic points						
tudents in summarizing, prediction and questioning to process new information						
Student						
Volunteer predictions, clarification questions, and can explain what they just learned						
Groups discuss content asking and answering questions with each other or making						
predictions						
MDQ 2.11 The teacher asks inferential questions or engages students in activities that require elaborative inferences that go beyond what was explicitly taught						
Student						
Volunteers answers to inferential questions						
Provides explanations and proofs for inferences						
anding of new content in linguistic ways and/or represent the content in nonlinguistic ways						
Student						
Summaries, notes and nonlinguistic representations include critical content						
Can explain main points of the lesson						
help them reflect on their learning and the learning process						
Student						
Can explain confusion or clarity and describe how hard they tried						
Can explain what they could have done to enhance their learning						
view of content that highlights the critical information						
Student						
Can describe the previous content on which the new lesson is based						
Response to class activities indicate they recall previous content						
at facilitate practicing and deepening knowledge						
Student						
Can explain how group work supports their learning						
When in groups, asks others questions or obtains feedback for their peers						
s' knowledge of informational content or to practice a skill, strategy or process						
Student						
Can describe how homework will deepen understanding of informational content or help						
them to practice a skill, strategy or process						
Ask clarifying questions of the homework that help them understand the purpose						
MDQ 3.17 When content is informational, the teacher helps students deepen their knowledge by examining similarities and differences						
Student						
Can explain and identify similarities and differences						
Can explain how similarities and differences help them understand the content better						
edge by examining their own reasoning or the logic of the information as presented to them						
edge by examining their own reasoning or the logic of the information as presented to them						

MDQ 3.19 When the content involves a skill, strategy or process, the teacher engages students in practice activities that help them develop fluency						
Teacher	Student					
Engages students in massed and distributed activities appropriate to current ability	Performs the skill, strategy or process with increased confidence					
Uses guided practice if students can't perform skill/strategy/process; independent if they	Performs the skill, strategy or process with increased competence					
can	,					
MDQ 3.20 The teacher engages students in revision of prev	MDQ 3.20 The teacher engages students in revision of previous knowledge about content addressed in previous lessons					
Teacher	Student					
Engages whole class in examination of how the current lesson changed perceptions about	Makes corrections to information previously recorded about content					
the previous content and has students explain how their understanding has changed	Explains previous error or misconceptions they had about content					
MDQ 4.21 The teacher organizes the class in such a way as to facilitate students working on complex tasks that require them to generate and test hypotheses						
Teacher	Student					
Establishes the need to generate and test hypotheses	Can describe the importance of generating and testing hypotheses					
Organizes students into groups to generate and test hypotheses	Can explain how groups support their learning and help them generate and test hypotheses					
MDQ 4.22 The teacher engages them in complex tasks (decision-making, problem-solvin	g, experimental inquiry, investigation) that require them to generate and test hypotheses					
Teacher	Student					
Engages students with explicit tasks (decision-making, problem-solving, investigation, etc.)	Clearly are working on tasks and can explain the hypothesis they are testing					
Facilitates students generating their own or group task requiring generating and testing	Can explain whether their hypothesis was confirmed or disconfirmed					
MDQ 4.23 The teacher acts as a resource provider and guide as students engage in cognitively complex tasks						
Teacher	Student					
Circulates the room and provides easy access to himself/herself	Seeks out the teacher for advice and guidance					
Volunteers resources and guidance as needed by entire class, groups, or individual students	Can explain how the teacher provides assistance and guidance					
MDQ 5.24 The teacher scans the room making note of when students are not engaged and takes overt action						
Teacher	Student					
Notices when specific students or groups are not engaged	Appears aware that the teacher is taking note of their engagement level					
Notices when energy levels in the room is low; takes action to re-engage students	Tires to increase their level of engagement when prompted					
MDQ 5.25 The teacher uses academic games and incon	sequential competition to maintain student engagement					
Teacher	Student					
Uses structured games (Jeopardy; family feud) and impromptu games to increase	Engages in games with some enthusiasm					
engagement	Can explain how games keep their interest and help them learn and remember content					
Uses friendly competition along with classroom games						
MDQ 5.26 The teacher uses response rate technic	ques to maintain student engagement in questions					
Teacher	Student					
Uses wait time, response cards, and raised hands to respond to questions	Or entire class responds to questions posed by the teacher					
Uses choral response, technology to track responses and response chaining	Can describe their thinking about specific questions posed by the teacher					
MDQ 5.27 The teacher uses physical movement to maintain student engagement						
Teacher	Student					
Uses standing up, stretching, voting with feet, give-one-get-one, acting out or modeling	Engage in physical activities designed by the teacher					
Has students move to a part of the room that represents their answer	Can explain how physical movement keeps their interest and helps them learn					
MDQ 5.28 The teacher uses pacing techniques to maintain students' engagement						
Teacher	Student					
Employs crisp transitions from one activity to another	Quickly adapts to transitions and re-engages when a new activity is begun					
Alters pace appropriately (i.e. speeds up or slows down as appropriate	Students describe the pace as not too slow and not too fast					

MDQ 5.30 The teacher uses friendly controversy techniques to maintain student engagement							
Teacher Student							
Structures mini-debates about the content	Engages in friendly controversy activities with enhanced engagement						
Has students examine multiple perspectives and opinions about the content	Describes friendly controversy activities as stimulating, fun, etc.						
Elicits different opinions on content from members of the class	Explains how friendly controversy helped them understand content better						
MDQ 5.31 The teacher provides students with opportunities to relate what is being addressed in class to their personal interests							
Teacher	Student						
Is aware of student interests and makes connections between these and content	Engages in activities that require them to make connections between interests and content						
Structures activities that ask students to make connections between content and interests	Explains how making connections helps them understands content better						
Appears encouraging and interested in connections between content and interests	Explains now making connections nelps them and established content setter						
MDQ 5.32 The teacher uses unusual or intriguing information about the content in a manner that enhances student engagement							
Teacher	Student						
Provides interesting facts and details about the content	Attention increases when unusual information is provided about the content						
Encourages students to identify interesting information about the content	Explains how unusual information makes them more interested in content						
Uses activities like "believe it or not" or guest speakers	Explains now unusual information makes them more interested in content						
MDQ 8.36 The teacher uses students' interests and background to produce a climate of acceptance and community							
Teacher	Student						
Has side discussions with students about events in their lives or topics of interest	Describes teacher as someone who knows them & is interested in them; accepts them						
Builds student interests into lessons	Responds that teacher demonstrates understanding of their interests and background						
	nd nonverbal behavior that indicates caring for students						
Teacher	Student						
	Describes teacher as someone who cares about them						
Compliments on academic/personal accomplishments; uses informal conversations							
Uses humor, smiles, nods, puts hands on shoulders when appropriate Responds to verbal and nonverbal interactions							
	an objective and controlled manner						
Teacher	Student						
Does not exhibit extremes in positive or negative emotions; is calm and controlled	Is settled by the teacher's calm behavior						
Does not demonstrate personal offense at misbehavior or inflammatory issues	Describes the teacher as in control of self and class; does not hold grudges or take personally						
MDQ 9.39 The teacher exhibits behaviors that demonstrate value and respect for low expectancy students							
Teacher	Student						
Provides low expectancy with nonverbal indications they are respected and valued	Says teacher cares for all students						
Makes eye contact, smiles, appropriate physical contact, playful dialogue	Treats other students with respect						
Does not allow negative comments about low expectancy students							
Knows which students are the low expectancy students							
MDQ 9.40 The teacher asks questions of low expectancy students with the same frequency and depth as high expectancy students							
Teacher	Student						
Makes sure low expectancy students are asked questions at the same rate	Say the teacher expects everyone to participate						
Makes sure low expectancy students are asked complex questions at the same rate	Say the teachers asks difficult questions of every student						
MDQ 9.41 The teacher probes incorrect answers of low expectancy students in the same manner as that of the high expectancy students							
Teacher	Student						
Asks for further explanation; allows them to collect their thoughts and goes back to them	Say teacher won't let you off the hook and won't give up on you						
Rephrases questions when low expectancy students provide an incorrect answer	Says teacher helps them answer questions successfully						
Breaks a question into smaller and simpler parts when questions are answered incorrectly							

Teacher Growth Guide 2.6 – Marzano Strategies

Standard 2: Student Learning, Growth and Development

Quality Indicator 6: Language, culture, family and knowledge of community values

Emerging			Developing		Proficient		Distinguished	
2E6) The emerging teacher			2D6) The developing teacher also		2P6) The proficient teacher also		2S6) The distinguished teacher also	
Reviews demographic and biographical data of students to determine the variety of learning needs.			Modifies instruction in response to how students' learning is influenced by individual experience, talents, and prior learning, as well as language, culture, family and community values.		Creates a learning climate which respects individual differences by using teaching approaches that incorporate and are sensitive to the multiple experiences of learners, their family, culture, and community.		Connects instruction to students' experiences creating a trusting environment by employing strategies that respect differing cultures and draws explicit connections during instruction / assignments that are related to students' experiences and culture.	
Score = 0	1	2	3	4	5	6	7	
Not Using	Beginning		Developing		Applying		Innovating	
Strategy is called for	Strategy is done incorrectly or with		Strategy is done correctly		Strategy is done correctly and its		Adapts/creates new strategies for	
but not exhibited parts missing			 ws expectations regarding rules and procedu		impact/effectiven		unique student needs/situations	
- 1	MDQ 6.	.4 The teacher revie	ws expectations regard	<u> </u>	res to ensure their	effective execution		
Teacher Involves students in class routines and reminds them of rules and procedures				Student Follow clear rou	Follow clear routines and can describe established rules and procedures			
Uses class meeting to review rules and procedures; provides cues/signals when to use them					Describe the classroom as an orderly place			
Asks students to restate or explain rules and procedures				Recognize cues,	Recognize cues/signals from teachers and can regulate their own behavior			
	MDQ 6.5	The teacher organize	es the physical layout o	of the classroom to fac	cilitate movement a	nd focus on learnir	ng	
Teacher				Student				
•	Physical layout has clear traffic patterns and easy access to materials and centers				Moves easily about the room and can easily focus on instruction			
Decorated to enhance learning					Makes use of materials and learning centers			
Bulletin boards relate to current content and student work is displayed					Attends to examples of their displayed work and information on bulletin boards			
T l		MDQ 5.30 The tea	cher uses friendly contr		maintain student ei	ngagement		
Teacher Structure with data at a structure with a second structure.					Student			
Structures mini-debates about the content					Engages in friendly controversy activities with enhanced engagement			
Has students examine multiple perspectives and opinions about the content Elicits different opinions on content from members of the class					Describes friendly controversy activities as stimulating, fun, etc. Explains how friendly controversy helped them understand content better			
Liicits different opinions			tudents' interests and h					
Teacher	MDQ 8.36 The teacher uses students' interests and backgro				Student			
Has side discussions with students about events in their lives or topics of interest					Describes teacher as someone who knows them & is interested in them; accepts them			
Builds student interests into lessons							their interests and background	

MDQ 8.37 When appropriate, the teacher uses verbal and nonverbal behavior that indicates caring for students						
Teacher	Student					
Compliments on academic/personal accomplishments; uses informal conversations	Describes teacher as someone who cares about them					
Uses humor, smiles, nods, puts hands on shoulders when appropriate	Responds to verbal and nonverbal interactions					
MDQ 9.39 The teacher exhibits behaviors that demo	nstrate value and respect for low expectancy students					
Teacher	Student					
Provides low expectancy with nonverbal indications they are respected and valued	Says teacher cares for all students					
Makes eye contact, smiles, appropriate physical contact, playful dialogue	Treats other students with respect					
Does not allow negative comments about low expectancy students						
Knows which students are the low expectancy students						
MDQ 9.40 The teacher asks questions of low expectancy student	ts with the same frequency and depth as high expectancy students					
Teacher	Student					
Makes sure low expectancy students are asked questions at the same rate	Say the teacher expects everyone to participate					
Makes sure low expectancy students are asked complex questions at the same rate	Say the teachers asks difficult questions of every student					
MDQ 9.41 The teacher probes incorrect answers of low expectancy	students in the same manner as that of the high expectancy students					
Teacher	Student					
Asks for further explanation; allows them to collect their thoughts and goes back to them	Say teacher won't let you off the hook and won't give up on you					
Rephrases questions when low expectancy students provide an incorrect answer	Says teacher helps them answer questions successfully					
Breaks a question into smaller and simpler parts when questions are answered incorrectly						

Teacher Growth Guide 3.1 – Marzano Strategies

Standard 3: Curriculum Implementation

The teacher recognizes the importance of long-range planning and curriculum development. The teacher develops, implements, and evaluates curriculum based upon student, district and state standards data.

Quality Indicator 1: Implementation of curriculum standards

Emerging Developin			oping	Proficient Distinguished				
3E1) The emerging teacher 3D1) The developing teach				eacher also	3P1) The proficien	t teacher also	3S1) The distinguished teacher also	
	cisions about instruct napping and pacing gu	•	Consistently deliversity learning experier appropriate for considering and a curriculum and a	nces that are curriculum and are e and district	Uses state/district curriculum guides with enough facility to anticipate skill gaps and/or misconceptions of students in order to deliver effective instruction.		Participates and/or demonstrates leadership for the evaluation and development of curriculum aligned to national, state, and district curriculum and assessments.	
Score = 0	1	2	3	4	5	6	7	
Not Using	Begin	ning	Develo	oping	Applying		Innovating	
Strategy is called for	Strategy is done inco	orrectly or with	Strategy is done corre	ctly	Strategy is done of	orrectly and its	Adapts/creates new strategies for	
but not exhibited	parts missing				impact/effectiveness monitored		unique student needs/situations	
MDQ 2.6 The t	son as involving importa	ant (critical or non-cri	tical) information to	which students sh	ould pay particular attention			
Teacher	Teacher			Student				
Explains why upcoming of	content is important			Can describe th	Can describe the level of importance and why it is important to pay attention to it			
Cues students using tone	e of voice, body positi	on or level of exciter	ment	Visibly adjusts t	heir level of engage:	ment		

Teacher Growth Guide 3.2 – Marzano Strategies

Standard 3: Curriculum Implementation

Quality Indicator 2: Lessons for diverse learners

Emerging D			Develo	ping	Prof	icient	Distinguished		
3E2) The emerging teach	3E2) The emerging teacher 3D2) The developing teacher		eacher also	3P2) The proficien	nt teacher also	3S2) The distinguished teacher also			
Implements lessons and activities aligned to the curriculum that recognizes the individual needs of diverse learners		Consistently implements lessons and activities that address the needs of diverse learners and responds to ongoing analysis of student performance based on multiple assessments and analysis of student needs.		Evaluates the effectiveness of a variety of instructional strategies based on multiple assessment data, curriculum and an analysis of student needs.		Participates and/or demonstrates leadership in the development of instructional strategies and interventions to accomplish instructional goals based on multiple assessment data, curriculum and an analysis of student needs.			
Score = 0	1	2	3	4	5	6	7		
Not Using Strategy is called for but not exhibited	Strategy is done inco parts missing	orrectly or with	Strategy is done correct	ctly	Applying Innovating Strategy is done correctly and its impact/effectiveness monitored unique student needs/situatio				
Teacher	MDQ 1.2 THE teach	er raciiitates trackiii	ig of student progress of	Student	ne or more learning goals using a formative approach to assessment				
Helps students track the Uses formal/informal me				Can describe th	Can describe their status relative to the learning goal using the rubric or scale Systematically updates their status on the learning goal				
			s with recognition of the						
Teacher Acknowledges students Celebrates success with	a show of hands, certi	fication of success, r	0	Say they want t	o continue making		n the class		
Teacher		zir ine teacher org	Samzes statemes into sin	Student	e the processing of	new information			
Has established routines Uses ad hoc groups inclu				Moves into gro	Moves into groups in orderly fashion and understands appropriate expectations and Visibly adjusts their level of engagement				
	ased on student need	s, the teacher break	s the content into small		le bites) of informa	tion that can be eas	ily processed by students		
Teacher Stops at strategic points in a verbal presentation, video, presentation or demonstration or as students are reading information or aloud orally MDQ 2.10 During breaks in the presentation of content, the teacher engages s			Appears to know	Can explain why the teacher is stopping at various points Appears to know what is expected of them when the teacher stops at strategic points					
Teacher	Dailing breaks in the	p. cocintation of con	items, the teacher engag	Student	a	and deconorming to b	. occos new mornidation		
Has group members sun Employs process strateg			ncept attainment	Volunteer pred		•	explain what they just learned s with each other or making		

MDO 2.11 The teacher asks inferential questions or engages students in activiti	es that require elaborative inferences that go beyond what was explicitly taught
Teacher	Student
Asks explicit questions requiring students to make elaborate inferences about content	Volunteers answers to inferential questions
Asks students to explain or defend their inferences	Provides explanations and proofs for inferences
Presents situations or problems that require inferences	
, ,	inding of new content in linguistic ways and/or represent the content in nonlinguistic ways
Teacher	Student
Asks students to summarize the information or generate notes identifying critical	Summaries, notes and nonlinguistic representations include critical content
information	Can explain main points of the lesson
Asks students to create graphic organizers, pictures, pictographs, flow charts, or mnemonics	
MDQ 2.13 The teacher engages students in activities that	nelp them reflect on their learning and the learning process
Teacher	Student
Asks students to state or record what they are clear about or what they are confused about	Can explain confusion or clarity and describe how hard they tried
Asks students to describe how hard they tried and how they could've enhanced their	Can explain what they could have done to enhance their learning
learning	
MDQ 3.19 When the content involves a skill, strategy or process, the teach	her engages students in practice activities that help them develop fluency
Teacher	Student
Engages students in massed and distributed activities appropriate to current ability	Performs the skill, strategy or process with increased confidence
Uses guided practice if students can't perform skill/strategy/process; independent if they	Performs the skill, strategy or process with increased competence
can	
MDQ 4.21 The teacher organizes the class in such a way as to facilitate student	s working on complex tasks that require them to generate and test hypotheses
Teacher	Student
Establishes the need to generate and test hypotheses	Can describe the importance of generating and testing hypotheses
Organizes students into groups to generate and test hypotheses	Can explain how groups support their learning and help them generate and test hypotheses
	g, experimental inquiry, investigation) that require them to generate and test hypotheses
Teacher	Student
Engages students with explicit tasks (decision-making, problem-solving, investigation, etc.)	Clearly are working on tasks and can explain the hypothesis they are testing
Facilitates students generating their own or group task requiring generating and testing	Can explain whether their hypothesis was confirmed or disconfirmed
	round to produce a climate of acceptance and community
Teacher	Student
Has side discussions with students about events in their lives or topics of interest	Describes teacher as someone who knows them & is interested in them; accepts them
Builds student interests into lessons	Responds that teacher demonstrates understanding of their interests and background

Teacher Growth Guide 3.3 – Marzano Strategies

Standard 3: Curriculum Implementation

Quality Indicator 3: Instructional goals and differentiated instructional strategies

Emerging		Developing		Proficient		Distinguished		
3E3) The emerging teache	ne emerging teacher 3D3) The developing teach		teacher also	3P3) The proficient teacher also		3S3) The distinguished teacher also		
Uses differentiated instructional strategies to address student learning needs in meeting the objectives of the curriculum.		Systematically selects differentiated instructional strategies and content to meet student needs and enhance learning.		Adjusts instructional goals and time and modifies instructional strategies, and content to meet students' needs and enhance learning.		Leads colleagues in discussions of instructional goals to identify methods for modifying instructional strategies, content, and adjusting time to meet students' needs and enhance learning.		
Score = 0	1	2	3	4	5	6	7	
Not Using	Begini	ning	Devel	oping	App	olying	Innovating	
	Strategy is done inco parts missing	orrectly or with	Strategy is done corre	ectly	Strategy is done of impact/effectiver		Adapts/creates new strategies for unique student needs/situations	
MDQ 1.1 TI	he teacher provides	a clearly stated lea	rning goal accompanied	d by scale or rubric tha	at describes levels o	of performance relat	tive to the learning goal	
Teacher Posts a learning goal so all students can see it Uses a goal that is a clear statement of knowledge/information, not an activity or assignment				Student Can explain the learning goal and how current activities relate to it Can explain the levels of performance articulated in the scale or rubric				
Makes reference to the go								
	acher identifies a les	son or part of a less	on as involving import		tical) information t	o which students sh	ould pay particular attention	
Teacher				Student	Student Can describe the level of importance and why it is important to pay attention to it			
Explains why upcoming co							ortant to pay attention to it	
Cues students using tone o			nent al, the teacher helps st		their level of engage		d differences	
Teacher	VIDQ 3.17 WHEN CON	itent is information	ai, the teacher helps st	Student	cilowieuge by exam	illing sillinarities are	u uniterences	
Uses comparison, classifyii	ng, analogy or metar	ohor activities			Can explain and identify similarities and differences			
Asks students to summariz			s helped their	· ·	Can explain how similarities and differences help them understand the content better			
MDQ 3	3.19 When the conte	ent involves a skill,	strategy or process, the	teacher engages stud	dents in practice ac	tivities that help the	em develop fluency	
Teacher				Student	Student			
Engages students in masse					Performs the skill, strategy or process with increased confidence			
Uses guided practice if stu	dents can't perform	skill/strategy/proce	ess; independent if they	Performs the sk	kill, strategy or proc	ess with increased co	ompetence	
	The teacher organize	s the class in such a	way as to facilitate stu	dents working on cor	mplex tasks that red	guire them to gener	ate and test hypotheses	
Teacher			,	Student	ents working on complex tasks that require them to generate and test hypotheses Student			
Establishes the need to ge	nerate and test hypo	otheses		Can describe th	Can describe the importance of generating and testing hypotheses			
Organizes students into gr	oups to generate an	d test hypotheses		Can explain how	Can explain how groups support their learning and help them generate and test hypotheses			

	ng, experimental inquiry, investigation) that require them to generate and test hypotheses				
Teacher	Student				
Engages students with explicit tasks (decision-making, problem-solving, investigation, etc.)	Clearly are working on tasks and can explain the hypothesis they are testing				
Facilitates students generating their own or group task requiring generating and testing	Can explain whether their hypothesis was confirmed or disconfirmed				
MDQ 5.26 The teacher uses response rate techniques to maintain student engagement in questions					
Teacher	Student				
Uses wait time, response cards, and raised hands to respond to questions	Or entire class responds to questions posed by the teacher				
Uses choral response, technology to track responses and response chaining	Can describe their thinking about specific questions posed by the teacher				
MDQ 8.36 The teacher uses students' interests and back	ground to produce a climate of acceptance and community				
Teacher	Student				
Has side discussions with students about events in their lives or topics of interest	Describes teacher as someone who knows them & is interested in them; accepts them				
Builds student interests into lessons	Responds that teacher demonstrates understanding of their interests and background				

Teacher Growth Guide 4.1 – Marzano Strategies

Standard 4: Critical Thinking

The teacher uses a variety of instructional strategies to encourage students' critical thinking, problem solving, and performance skills.

Quality Indicator 1: Instructional strategies leading to student engagement in problem-solving and critical thinking

Emerging Develop			oping	Profi	cient	Distinguished		
4E1) The emerging teach	ner		4D1) The developing t	eacher also	4P1) The proficier	it teacher also	4S1) The distinguished teacher	
						also		
Selects various types of instructional strategies and appropriate resources to achieve instructional goals and teach students critical thinking skills.		Assures student growth with frequent instructional opportunities for students to use critical thinking and problem solving skills.		Effectively applies a range of instructional techniques that require students to think critically and problem-solve.		Fluently uses a range of instructional techniques that require critical thinking; serves as a leader by offering constructive assistance and modeling the use of strategies, materials and technology to		
Score = 0	1	2	3	4	5	6	maximize learning. 7	
Not Using	Begin	ning	Develo			lying	Innovating	
Strategy is called for	Strategy is done inco	orrectly or with	Strategy is done corre	ctly	Strategy is done c		Adapts/creates new strategies for	
but not exhibited	parts missing			impact/effectiveness		ess monitored	unique student needs/situations	
MDQ 1.1	The teacher provides	a clearly stated lead	rning goal accompanied	by scale or rubric tha	at describes levels o	f performance rela	tive to the learning goal	
Teacher Posts a learning goal so all students can see it Uses a goal that is a clear statement of knowledge/information, not an activity or assignment Makes reference to the goal throughout the lesson and may use a scale or rubric			Can explain the	Can explain the learning goal and how current activities relate to it Can explain the levels of performance articulated in the scale or rubric				
	MDQ	2.7 The teacher org	ganizes students into sn	nall groups to facilitat	e the processing of	new information		
Teacher Has established routines Uses ad hoc groups inclu	ıding dyads, triads, an	d small groups up to	5 members	Visibly adjusts t	Student Moves into groups in orderly fashion and understands appropriate expectations and Visibly adjusts their level of engagement already know to the new content about to be addressed and facilitates these linkages			
Teacher	cacher engages stade	into in activities that	neip them link what th	Student	ne new content abo	at to be addressed	and racintates these initiages	
Uses preview questions,	reminds students who	at they know, provid	les and advance organiz		Can explain linkages or prior knowledge and make predictions about upcoming content			
Has students brainstorm, uses anticipation guide and/or motivational hook/launching activity				- '	-	e for what they are about to learn		
	ased on student need	s, the teacher break	s the content into smal		le bites) of informa	tion that can be eas	sily processed by students	
Teacher					Student			
Stops at strategic points			ion or demonstration or	·	Can explain why the teacher is stopping at various points Appears to know what is expected of them when the teacher stops at strategic points			
students are reading information or aloud orally				Appears to know	w what is expected	or them when the t	eacher stops at strategic points	

MDQ 2.10 During breaks in the presentation of content, the teacher engages	udents in summarizing, prediction and questioning to process new information
Teacher	Student
Has group members summarize new information	Volunteer predictions, clarification questions, and can explain what they just learned
Employs process strategies like jigsaw, reciprocal teaching and concept attainment	Groups discuss content asking and answering questions with each other or making
	predictions
MDQ 2.11 The teacher asks inferential questions or engages students in activit	es that require elaborative inferences that go beyond what was explicitly taught
Teacher	Student
Asks explicit questions requiring students to make elaborate inferences about content	Volunteers answers to inferential questions
Asks students to explain or defend their inferences	Provides explanations and proofs for inferences
Presents situations or problems that require inferences	
MDQ 2.12 The teacher engages students in activities that help them record their underst	nding of new content in linguistic ways and/or represent the content in nonlinguistic ways
Teacher	Student
Asks students to summarize the information or generate notes identifying critical	Summaries, notes and nonlinguistic representations include critical content
information	Can explain main points of the lesson
Asks students to create graphic organizers, pictures, pictographs, flow charts, or mnemonics	
	view of content that highlights the critical information
Teacher	Student
Begins lesson with a brief review of content	Can describe the previous content on which the new lesson is based
Reviews using summary, using previous information, demonstration, or brief practice test	Response to class activities indicate they recall previous content
	at facilitate practicing and deepening knowledge
Teacher	Student
Organizes into groups with the expressed idea of deepening knowledge of informal content	Can explain how group work supports their learning
Organizes into groups with the expressed idea of practicing a skill, strategy or process	When in groups, asks others questions or obtains feedback for their peers
	' knowledge of informational content or to practice a skill, strategy or process
Teacher	Student
Communicates clear purpose for homework	Can describe how homework will deepen understanding of informational content or help
	Can describe now nomework will deepen understanding of informational content of neip
Extends an activity that was begun in class to provide student with more time	them to practice a skill, strategy or process
· ·	them to practice a skill, strategy or process
Extends an activity that was begun in class to provide student with more time Crafts an assignment to allow students to practice and deepen knowledge independently	them to practice a skill, strategy or process Ask clarifying questions of the homework that help them understand the purpose
Extends an activity that was begun in class to provide student with more time Crafts an assignment to allow students to practice and deepen knowledge independently	them to practice a skill, strategy or process
Extends an activity that was begun in class to provide student with more time Crafts an assignment to allow students to practice and deepen knowledge independently MDQ 3.17 When content is informational, the teacher helps student teacher	them to practice a skill, strategy or process Ask clarifying questions of the homework that help them understand the purpose ts deepen their knowledge by examining similarities and differences Student
Extends an activity that was begun in class to provide student with more time Crafts an assignment to allow students to practice and deepen knowledge independently MDQ 3.17 When content is informational, the teacher helps student teacher Teacher Uses comparison, classifying, analogy or metaphor activities	them to practice a skill, strategy or process Ask clarifying questions of the homework that help them understand the purpose ts deepen their knowledge by examining similarities and differences Student Can explain and identify similarities and differences
Extends an activity that was begun in class to provide student with more time Crafts an assignment to allow students to practice and deepen knowledge independently MDQ 3.17 When content is informational, the teacher helps student teacher	them to practice a skill, strategy or process Ask clarifying questions of the homework that help them understand the purpose ts deepen their knowledge by examining similarities and differences Student
Extends an activity that was begun in class to provide student with more time Crafts an assignment to allow students to practice and deepen knowledge independently MDQ 3.17 When content is informational, the teacher helps student activities Teacher Uses comparison, classifying, analogy or metaphor activities Asks students to summarize what they learned or explain how this helped their understanding	them to practice a skill, strategy or process Ask clarifying questions of the homework that help them understand the purpose ts deepen their knowledge by examining similarities and differences Student Can explain and identify similarities and differences
Extends an activity that was begun in class to provide student with more time Crafts an assignment to allow students to practice and deepen knowledge independently MDQ 3.17 When content is informational, the teacher helps student activities Teacher Uses comparison, classifying, analogy or metaphor activities Asks students to summarize what they learned or explain how this helped their understanding	them to practice a skill, strategy or process Ask clarifying questions of the homework that help them understand the purpose ts deepen their knowledge by examining similarities and differences Student Can explain and identify similarities and differences Can explain how similarities and differences help them understand the content better
Extends an activity that was begun in class to provide student with more time Crafts an assignment to allow students to practice and deepen knowledge independently MDQ 3.17 When content is informational, the teacher helps student Teacher Uses comparison, classifying, analogy or metaphor activities Asks students to summarize what they learned or explain how this helped their understanding MDQ 3.19 When the content involves a skill, strategy or process, the tea	them to practice a skill, strategy or process Ask clarifying questions of the homework that help them understand the purpose ts deepen their knowledge by examining similarities and differences Student Can explain and identify similarities and differences Can explain how similarities and differences help them understand the content better her engages students in practice activities that help them develop fluency
Extends an activity that was begun in class to provide student with more time Crafts an assignment to allow students to practice and deepen knowledge independently MDQ 3.17 When content is informational, the teacher helps student Teacher Uses comparison, classifying, analogy or metaphor activities Asks students to summarize what they learned or explain how this helped their understanding MDQ 3.19 When the content involves a skill, strategy or process, the teat Teacher	them to practice a skill, strategy or process Ask clarifying questions of the homework that help them understand the purpose ts deepen their knowledge by examining similarities and differences Student Can explain and identify similarities and differences Can explain how similarities and differences help them understand the content better her engages students in practice activities that help them develop fluency Student
Extends an activity that was begun in class to provide student with more time Crafts an assignment to allow students to practice and deepen knowledge independently MDQ 3.17 When content is informational, the teacher helps student Teacher Uses comparison, classifying, analogy or metaphor activities Asks students to summarize what they learned or explain how this helped their understanding MDQ 3.19 When the content involves a skill, strategy or process, the tea Teacher Engages students in massed and distributed activities appropriate to current ability	them to practice a skill, strategy or process Ask clarifying questions of the homework that help them understand the purpose ts deepen their knowledge by examining similarities and differences Student Can explain and identify similarities and differences Can explain how similarities and differences help them understand the content better her engages students in practice activities that help them develop fluency Student Performs the skill, strategy or process with increased confidence
Extends an activity that was begun in class to provide student with more time Crafts an assignment to allow students to practice and deepen knowledge independently MDQ 3.17 When content is informational, the teacher helps student Teacher Uses comparison, classifying, analogy or metaphor activities Asks students to summarize what they learned or explain how this helped their understanding MDQ 3.19 When the content involves a skill, strategy or process, the tea Teacher Engages students in massed and distributed activities appropriate to current ability Uses guided practice if students can't perform skill/strategy/process; independent if they can	them to practice a skill, strategy or process Ask clarifying questions of the homework that help them understand the purpose ts deepen their knowledge by examining similarities and differences Student Can explain and identify similarities and differences Can explain how similarities and differences help them understand the content better her engages students in practice activities that help them develop fluency Student Performs the skill, strategy or process with increased confidence
Extends an activity that was begun in class to provide student with more time Crafts an assignment to allow students to practice and deepen knowledge independently MDQ 3.17 When content is informational, the teacher helps student Teacher Uses comparison, classifying, analogy or metaphor activities Asks students to summarize what they learned or explain how this helped their understanding MDQ 3.19 When the content involves a skill, strategy or process, the tea Teacher Engages students in massed and distributed activities appropriate to current ability Uses guided practice if students can't perform skill/strategy/process; independent if they can	them to practice a skill, strategy or process Ask clarifying questions of the homework that help them understand the purpose ts deepen their knowledge by examining similarities and differences Student Can explain and identify similarities and differences Can explain how similarities and differences help them understand the content better her engages students in practice activities that help them develop fluency Student Performs the skill, strategy or process with increased confidence Performs the skill, strategy or process with increased competence
Extends an activity that was begun in class to provide student with more time Crafts an assignment to allow students to practice and deepen knowledge independently MDQ 3.17 When content is informational, the teacher helps student teacher Uses comparison, classifying, analogy or metaphor activities Asks students to summarize what they learned or explain how this helped their understanding MDQ 3.19 When the content involves a skill, strategy or process, the teat teacher Engages students in massed and distributed activities appropriate to current ability Uses guided practice if students can't perform skill/strategy/process; independent if they can MDQ 4.21 The teacher organizes the class in such a way as to facilitate students.	them to practice a skill, strategy or process Ask clarifying questions of the homework that help them understand the purpose ts deepen their knowledge by examining similarities and differences Student Can explain and identify similarities and differences Can explain how similarities and differences help them understand the content better her engages students in practice activities that help them develop fluency Student Performs the skill, strategy or process with increased confidence Performs the skill, strategy or process with increased competence s working on complex tasks that require them to generate and test hypotheses
Extends an activity that was begun in class to provide student with more time Crafts an assignment to allow students to practice and deepen knowledge independently MDQ 3.17 When content is informational, the teacher helps student Teacher Uses comparison, classifying, analogy or metaphor activities Asks students to summarize what they learned or explain how this helped their understanding MDQ 3.19 When the content involves a skill, strategy or process, the teatore Engages students in massed and distributed activities appropriate to current ability Uses guided practice if students can't perform skill/strategy/process; independent if they can MDQ 4.21 The teacher organizes the class in such a way as to facilitate student Teacher	them to practice a skill, strategy or process Ask clarifying questions of the homework that help them understand the purpose ts deepen their knowledge by examining similarities and differences Student Can explain and identify similarities and differences Can explain how similarities and differences help them understand the content better her engages students in practice activities that help them develop fluency Student Performs the skill, strategy or process with increased confidence Performs the skill, strategy or process with increased competence s working on complex tasks that require them to generate and test hypotheses Student
Extends an activity that was begun in class to provide student with more time Crafts an assignment to allow students to practice and deepen knowledge independently MDQ 3.17 When content is informational, the teacher helps student teacher Uses comparison, classifying, analogy or metaphor activities Asks students to summarize what they learned or explain how this helped their understanding MDQ 3.19 When the content involves a skill, strategy or process, the teatence tengages students in massed and distributed activities appropriate to current ability Uses guided practice if students can't perform skill/strategy/process; independent if they can MDQ 4.21 The teacher organizes the class in such a way as to facilitate student teacher Establishes the need to generate and test hypotheses Organizes students into groups to generate and test hypotheses	them to practice a skill, strategy or process Ask clarifying questions of the homework that help them understand the purpose ts deepen their knowledge by examining similarities and differences Student Can explain and identify similarities and differences Can explain how similarities and differences help them understand the content better her engages students in practice activities that help them develop fluency Student Performs the skill, strategy or process with increased confidence Performs the skill, strategy or process with increased competence s working on complex tasks that require them to generate and test hypotheses Student Can describe the importance of generating and testing hypotheses
Extends an activity that was begun in class to provide student with more time Crafts an assignment to allow students to practice and deepen knowledge independently MDQ 3.17 When content is informational, the teacher helps student teacher Uses comparison, classifying, analogy or metaphor activities Asks students to summarize what they learned or explain how this helped their understanding MDQ 3.19 When the content involves a skill, strategy or process, the teatence tengages students in massed and distributed activities appropriate to current ability Uses guided practice if students can't perform skill/strategy/process; independent if they can MDQ 4.21 The teacher organizes the class in such a way as to facilitate student teacher Establishes the need to generate and test hypotheses Organizes students into groups to generate and test hypotheses	them to practice a skill, strategy or process Ask clarifying questions of the homework that help them understand the purpose ts deepen their knowledge by examining similarities and differences Student Can explain and identify similarities and differences Can explain how similarities and differences help them understand the content better her engages students in practice activities that help them develop fluency Student Performs the skill, strategy or process with increased confidence Performs the skill, strategy or process with increased competence s working on complex tasks that require them to generate and test hypotheses Student Can describe the importance of generating and testing hypotheses Can explain how groups support their learning and help them generate and test hypotheses
Extends an activity that was begun in class to provide student with more time Crafts an assignment to allow students to practice and deepen knowledge independently MDQ 3.17 When content is informational, the teacher helps student teacher Uses comparison, classifying, analogy or metaphor activities Asks students to summarize what they learned or explain how this helped their understanding MDQ 3.19 When the content involves a skill, strategy or process, the teatence tengages students in massed and distributed activities appropriate to current ability Uses guided practice if students can't perform skill/strategy/process; independent if they can MDQ 4.21 The teacher organizes the class in such a way as to facilitate student teacher Establishes the need to generate and test hypotheses Organizes students into groups to generate and test hypotheses MDQ 4.22 The teacher engages them in complex tasks (decision-making, problem-solving)	them to practice a skill, strategy or process Ask clarifying questions of the homework that help them understand the purpose ts deepen their knowledge by examining similarities and differences Student Can explain and identify similarities and differences Can explain how similarities and differences help them understand the content better her engages students in practice activities that help them develop fluency Student Performs the skill, strategy or process with increased confidence Performs the skill, strategy or process with increased competence s working on complex tasks that require them to generate and test hypotheses Student Can describe the importance of generating and testing hypotheses Can explain how groups support their learning and help them generate and test hypotheses s, experimental inquiry, investigation) that require them to generate and test hypotheses

MDQ 4.23 The teacher acts as a resource provider and guide as students engage in cognitively complex tasks					
Teacher Student					
Circulates the room and provides easy access to himself/herself	Seeks out the teacher for advice and guidance				
Volunteers resources and guidance as needed by entire class, groups, or individual students	Can explain how the teacher provides assistance and guidance				

Teacher Growth Guide 4.2 – Marzano Strategies

Standard 4: Critical Thinking

Quality Indicator 2: Appropriate use of instructional resources to enhance student learning

Emerging			Develo	oping	ng Proficient		Distinguished	
4E2) The emerging teacher 4D2) The developing teach			eacher also	4P2) The proficient teacher also		4S2) The distinguished teacher		
						also		
Uses a variety of instructional resources to enhance the teaching and learning process.			Purposefully selects and uses a variety of developmentally appropriate instructional resources to enhance academic performance		Assesses the effectiveness of instructional resources and developmentally appropriate instructional activities and		Applies research-based instructional resources including technology to enhance their own teaching, as	
		to enhance academic performance and technological literacy.		instructional activities and adapts for promoting complex thinking and technological skills.		well as being a potential resource to others.		
Score = 0	1	2	3	4	5	6	7	
Not Using	Begin	ning	Develo	pping	Арі	olying	Innovating	
Strategy is called for	Strategy is done inco	orrectly or with	Strategy is done corre	ctly	Strategy is done	correctly and its	Adapts/creates new strategies for	
but not exhibited	parts missing				impact/effectiveness monitored		unique student needs/situations	
MDQ 2.6 The t	eacher identifies a les	son or part of a les	son as involving importa	nt (critical or non-cri	tical) information t	o which students sh	ould pay particular attention	
Teacher				Student				
Explains why upcoming of					Can describe the level of importance and why it is important to pay attention to it			
Cues students using tone					Visibly adjusts their level of engagement			
	eacher engages stude	nts in activities tha	t help them link what th		he new content ab	out to be addressed	and facilitates these linkages	
Teacher				Student				
Uses preview questions,				•	Can explain linkages or prior knowledge and make predictions about upcoming content			
Has students brainstorm	i, uses anticipation gui	ide and/or motivation	onai nook/iaunching	Engages in prev	Engages in previewing activities and can give a purpose for what they are about to learn			
activity	MDO 4	22 The teacher act	ts as a resource provide	r and guido as studon	ts angago in sognit	ivoly compley tacks		
Teacher	IVIDQ 4	.25 The teacher ac	is as a resource provider	Student	ts engage in cognit	ively complex tasks		
Circulates the room and	nrovides easy access	to himself/herself			Seeks out the teacher for advice and guidance			
Volunteers resources an			ups, or individual studen		Can explain how the teacher provides assistance and guidance			
10141110010100041000411	-		academic games and in					
Teacher				Student				
Uses structured games (Jeopardy; family feud) and impromptu games to increase					Engages in games with some enthusiasm			
engagement	. ,,	, , , , , ,			Can explain how games keep their interest and help them learn and remember content			
Uses friendly competitio	n along with classroor	m games		<u> </u>				

Teacher Growth Guide 4.3 – Marzano Strategies

Standard 4: Critical Thinking

Quality Indicator 3: Cooperative, small group and independent learning

Emerging			Developing		Proficient		Distinguished	
4E3) The emerging tead	4E3) The emerging teacher 4D3) The developing teach		acher also	4P3) The proficier	t teacher also	4S3) The distinguished teacher also		
Employs individual and cooperative learning activities to promote critical thinking skills.		Uses a variety of learning situations, such as independent, small group and whole class to enhance individual and collective critical thinking skills.		Effectively combines flexible and varied independent, cooperative and whole-class learning situations and applies grouping strategies to maximize student understanding and learning.		Models and/or shares with others the effective use of flexible and varied independent, collaborative and whole-class learning situations.		
Score = 0	1	2	3	4	5	6	7	
Not Using Strategy is called for but not exhibited	Begin Strategy is done inco parts missing	-	Develo Strategy is done correc	_	App Strategy is done of impact/effectiven		Innovating Adapts/creates new strategies for unique student needs/situations	
	MDQ	2.7 The teacher org	ganizes students into sm	all groups to facilitat	te the processing of	new information		
Teacher Has established routines for student grouping and student interaction in groups Uses ad hoc groups including dyads, triads, and small groups up to 5 members MDQ 2.10 During breaks in the presentation of content, the teacher engages of Teacher Has group members summarize new information Employs process strategies like jigsaw, reciprocal teaching and concept attainment				Visibly adjusts to students in summers student Student Volunteer pred Groups discuss predictions	Moves into groups in orderly fashion and understands appropriate expectations and Visibly adjusts their level of engagement students in summarizing, prediction and questioning to process new information Student Volunteer predictions, clarification questions, and can explain what they just learned Groups discuss content asking and answering questions with each other or making			
	MDQ 2.13	The teacher engages	s students in activities th		t on their learning a	nd the learning prod	cess	
Teacher Asks students to state of Asks students to describe learning	be how hard they tried	and how they could		Can explain cor Can explain wh	Student Can explain confusion or clarity and describe how hard they tried Can explain what they could have done to enhance their learning			
	N	IDQ 3.15 The teach	er uses grouping in way	that facilitate prac	ticing and deepenin	g knowledge		
Teacher Organizes into groups with the expressed idea of deepening knowledge of informal content Organizes into groups with the expressed idea of practicing a skill, strategy or process			When in group	Student Can explain how group work supports their learning When in groups, asks others questions or obtains feedback for their peers ts' knowledge of informational content or to practice a skill, strategy or process				
Teacher	i appropriate) and			Student	301100		,	
Communicates clear purpose for homework Extends an activity that was begun in class to provide student with more time			them to practic	Can describe how homework will deepen understanding of informational content or help them to practice a skill, strategy or process Ask clarifying questions of the homework that help them understand the purpose				
Crafts an assignment to allow students to practice and deepen knowledge independently				ASK CIGITIYITIS Q	מבשנוטווש טו נוופ ווטווו	ework mat neip me	in unucistanu the purpose	

MDQ 3.19 When the content involves a skill, strategy or process, the teacher engages students in practice activities that help them develop fluency						
Teacher	Student					
Engages students in massed and distributed activities appropriate to current ability	Performs the skill, strategy or process with increased confidence					
Uses guided practice if students can't perform skill/strategy/process; independent if they	Performs the skill, strategy or process with increased competence					
can						
MDQ 4.21 The teacher organizes the class in such a way as to facilitate students working on complex tasks that require them to generate and test hypotheses						
Teacher	Student					
Establishes the need to generate and test hypotheses	Can describe the importance of generating and testing hypotheses					
Organizes students into groups to generate and test hypotheses	Can explain how groups support their learning and help them generate and test hypotheses					
MDQ 5.24 The teacher scans the room making note of when students are not engaged and takes overt action						
Teacher	Student					
Notices when specific students or groups are not engaged	Appears aware that the teacher is taking note of their engagement level					
Notices when energy levels in the room is low; takes action to re-engage students	Tires to increase their level of engagement when prompted					
MDQ 5.25 The teacher uses academic games and incon	sequential competition to maintain student engagement					
Teacher	Student					
Uses structured games (Jeopardy; family feud) and impromptu games to increase	Engages in games with some enthusiasm					
engagement	Can explain how games keep their interest and help them learn and remember content					
Uses friendly competition along with classroom games						
MDQ 5.30 The teacher uses friendly controver	sy techniques to maintain student engagement					
Teacher	Student					
Structures mini-debates about the content	Engages in friendly controversy activities with enhanced engagement					
Has students examine multiple perspectives and opinions about the content	Describes friendly controversy activities as stimulating, fun, etc.					
Elicits different opinions on content from members of the class	Explains how friendly controversy helped them understand content better					
MDQ 5.31 The teacher provides students with opportunities to	relate what is being addressed in class to their personal interests					
Teacher	Student					
Is aware of student interests and makes connections between these and content	Engages in activities that require them to make connections between interests and content					
Structures activities that ask students to make connections between content and interests	Explains how making connections helps them understands content better					
Appears encouraging and interested in connections between content and interests						

Teacher Growth Guide 5.1 – Marzano Strategies

Standard 5: Positive Classroom Environment

The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages active engagement in learning, positive social interaction, and self-motivation.

Quality Indicator 1: Classroom Management Techniques

Emerging			Developing		Proficient		Distinguished	
5E1) The emerging teac	her		5D1) The developing teacher also		5P1) The proficient teacher also		5S1) The distinguished teacher	
							also	
Demonstrates basic classroom management techniques and addresses misbehavior to avoid the disruption of instruction.			Uses effective classroom management techniques including addressing misbehavior promptly and effectively with the least disruption of instruction.		Adapts and develops classroom management techniques that address all student misbehavior ensuring little or no disruption of instruction.		Shares with others effective classroom management techniques that reduce the likelihood of misbehavior ensuring little or no disruptions	
							to instruction.	
Score = 0	1	2	3	4	5	6	7	
Not Using	Begin	•	Develo	. •	• • •	lying	Innovating	
Strategy is called for	Strategy is done inco	rrectly or with	Strategy is done corre	ctly	Strategy is done of		Adapts/creates new strategies for	
but not exhibited	parts missing				impact/effectiven		unique student needs/situations	
	MDQ 1.2 The teach	er facilitates trackin	g of student progress o		ng goals using a fori	mative approach to	assessment	
Teacher				Student	Student Can describe their status relative to the learning goal using the rubric or scale			
Helps students track the							-	
Uses formal/informal m						on the learning goal		
	MDQ 1.3 The teach	er provides student	s with recognition of th		their knowledge g	ain relative to the le	arning goal	
Teacher	la a la acceptada de la compansión de			Student	and also are associated as the set		a Alice alone	
Acknowledges students						r accomplishments i	n the class	
Celebrates success with					Say they want to continue making progress rules and procedures to ensure their effective execution			
T I	MDQ 6.	4 The teacher revie	ws expectations regard		res to ensure their	effective execution		
Teacher					Student 5-lless state and according to the state like according to the state like and according to the state like according to			
Involves students in clas			•		Follow clear routines and can describe established rules and procedures Describe the classroom as an orderly place			
Uses class meeting to re	•		rsignals when to use the				Ale a Sur a complete la contra de la	
Asks students to restate						ers and can regulate		
MDQ 6.5 The teacher organizes the physical layout of the					cilitate movement	and focus on learnin	g	
Teacher Physical layout has clear traffic patterns and easy access to materials and centers					Student Moves easily about the room and can easily focus on instruction			
		asy access to materi	als and centers	-		•	struction	
Decorated to enhance le	-		a a d		naterials and learnin	-	antinu au bullatiu banuda	
Bulletin boards relate to current content and student work is displayed				Attends to exan	npies of their displa	yea work and inform	nation on bulletin boards	

MDQ 5.24 The teacher scans the room making note of	f when students are not engaged and takes overt action								
Teacher	Student								
Notices when specific students or groups are not engaged	Appears aware that the teacher is taking note of their engagement level								
Notices when energy levels in the room is low; takes action to re-engage students	Tires to increase their level of engagement when prompted								
	sequential competition to maintain student engagement								
Teacher	Student								
Uses structured games (Jeopardy; family feud) and impromptu games to increase	Engages in games with some enthusiasm								
engagement	Can explain how games keep their interest and help them learn and remember content								
Uses friendly competition along with classroom games									
MDQ 5.26 The teacher uses response rate technic	ques to maintain student engagement in questions								
Teacher	Student								
Uses wait time, response cards, and raised hands to respond to questions	Or entire class responds to questions posed by the teacher								
Uses choral response, technology to track responses and response chaining	Can describe their thinking about specific questions posed by the teacher								
MDQ 5.27 The teacher uses physical mo	vement to maintain student engagement								
Teacher	Student								
Uses standing up, stretching, voting with feet, give-one-get-one, acting out or modeling	Engage in physical activities designed by the teacher								
Has students move to a part of the room that represents their answer	Can explain how physical movement keeps their interest and helps them learn								
MDQ 5.28 The teacher uses pacing tech	niques to maintain students' engagement								
Teacher	Student								
Employs crisp transitions from one activity to another	Quickly adapts to transitions and re-engages when a new activity is begun								
Alters pace appropriately (i.e. speeds up or slows down as appropriate	Students describe the pace as not too slow and not too fast								
MDQ 5.29 The teacher demonstrates intensity a	nd enthusiasm for the content in a variety of ways								
Teacher	Student								
Describes personal experiences that relate to content	Says teacher likes the content and likes teaching it								
Signals excitement for content through physical gestures, voice tone, dramatization	Attention level increases when the teacher demonstrates enthusiasm and intensity								
Overtly adjusts energy level									
MDQ 5.30 The teacher uses friendly controver	rsy techniques to maintain student engagement								
Teacher	Student								
Structures mini-debates about the content	Engages in friendly controversy activities with enhanced engagement								
Has students examine multiple perspectives and opinions about the content	Describes friendly controversy activities as stimulating, fun, etc.								
Elicits different opinions on content from members of the class	Explains how friendly controversy helped them understand content better								
MDQ 5.31 The teacher provides students with opportunities to	relate what is being addressed in class to their personal interests								
Teacher	Student								
Is aware of student interests and makes connections between these and content	Engages in activities that require them to make connections between interests and content								
Structures activities that ask students to make connections between content and interests	Explains how making connections helps them understands content better								
Appears encouraging and interested in connections between content and interests									
	bout the content in a manner that enhances student engagement								
Teacher	Student								
Provides interesting facts and details about the content	Attention increases when unusual information is provided about the content								
Encourages students to identify interesting information about the content	Explains how unusual information makes them more interested in content								
Uses activities like "believe it or not" or guest speakers									
	MDQ 7.33 The teacher uses behaviors associated with "with-it-ness" to maintain adherence to rules and procedures								
Teacher	Student								
Physically occupies all quadrants of the room / proactively addresses inflammatory	Recognizes that the teacher is aware of their behavior								
situations	Describes the teacher as aware of what is going on or has eyes in the back of their head								
Scans the entire room; makes eye contact; deals with potential sources of disruption									

MDO 7.34 The teacher applies consequences for n	ot following rules and procedures consistently and fairly						
Teacher	Student						
Use nonverbal signs for inappropriate behavior (eye contact; proximity; tap desk; shake	Ceases inappropriate behavior when signaled to do so						
head)	Accepts consequences as a part of the way the class is conducted						
Uses verbal signals for inappropriate behavior (says stop; says rule is broken)	Can describe the teacher as fair in the application of rules						
Uses contingency consequences; involves home; direct cost consequences	can describe the teacher as fair in the application of rules						
	cknowledges adherence to rules and procedures						
Teacher	Student						
Uses verbal & non-verbal signals (smile; nod of head; high five; says thank you)	Appears appreciative of the teacher's acknowledgement						
Notifies home with compliment; uses reward or certificate of merit; token economies	Number of students adhering to rules increases						
	ground to produce a climate of acceptance and community						
Teacher	Student						
Has side discussions with students about events in their lives or topics of interest	Describes teacher as someone who knows them & is interested in them; accepts them						
Builds student interests into lessons	Responds that teacher demonstrates understanding of their interests and background						
	and nonverbal behavior that indicates caring for students						
Teacher	Student Student						
Compliments on academic/personal accomplishments; uses informal conversations	Describes teacher as someone who cares about them						
Uses humor, smiles, nods, puts hands on shoulders when appropriate	Responds to verbal and nonverbal interactions						
	an objective and controlled manner						
Teacher	Student Student						
Does not exhibit extremes in positive or negative emotions; is calm and controlled	Is settled by the teacher's calm behavior						
Does not demonstrate personal offense at misbehavior or inflammatory issues	Describes the teacher as in control of self and class; does not hold grudges or take personally						
· ,	nstrate value and respect for low expectancy students						
Teacher	Student						
Provides low expectancy with nonverbal indications they are respected and valued	Says teacher cares for all students						
Makes eye contact, smiles, appropriate physical contact, playful dialogue	Treats other students with respect						
Does not allow negative comments about low expectancy students	Treats other students with respect						
Knows which students are the low expectancy students							
· ,	s with the same frequency and depth as high expectancy students						
Teacher	Student						
Makes sure low expectancy students are asked questions at the same rate	Say the teacher expects everyone to participate						
Makes sure low expectancy students are asked complex questions at the same rate	Say the teacher expects everyone to participate Say the teachers asks difficult questions of every student						
	students in the same manner as that of the high expectancy students						
Teacher	Students in the same manner as that of the high expectancy students						
Asks for further explanation; allows them to collect their thoughts and goes back to them	Say teacher won't let you off the hook and won't give up on you						
Rephrases questions when low expectancy students provide an incorrect answer	Says teacher helps them answer questions successfully						
Breaks a question into smaller and simpler parts when questions are answered incorrectly	Jays teacher helps them answer questions successfully						
MD4.55 The teacher interacts with other teachers in a positive manner to promote and support student learning							
Teacher	Teacher						
Works cooperatively with appropriate school personnel to address issues impact learning	Accesses available expertise and resources to support student learning needs						
Establishes working relationships that demonstrate integrity, confidentiality, respect,	Describes positive interactions with colleagues to promote and support student learning						
flexibility, fairness and trust	Describes situations where negative conservations of other teachers have been extinguished						

MD4.56 The teacher interacts with students and parents in a positive manner to foster learning and promote positive home/school relationships							
Teacher	Teacher						
Fosters collaborative partnerships with parents to enhance student success in a manner that	Uses multiple means and modalities to communicate with families						
demonstrate integrity, confidentiality, respect, flexibility, fairness and trust	Responds to requests for support, assistance and/or clarification promptly						
Ensures consistent and timely communication with parents regarding expectations &	Respects and maintains confidentiality of student/family information						
progress							
Encourages parent involvement in classroom and school activities							
Demonstrates awareness and sensitivity to social, cultural and language backgrounds							

Teacher Growth Guide 5.2 – Marzano Strategies

Standard 5: Positive Classroom Environment

Quality Indicator 2: Management of time, space, transitions, and activities

Emerging			Developing		Proficient		Distinguished	
5E2) The emerging teacl	her		5D2) The developing t	teacher also	5P2) The proficien	t teacher also	5S2) The distinguished teacher	
							also	
Manages time, spa	ce, transitions, and ac	tivities in their	Effectively manages time, space,		Organizes, all	ocates, and	Shares with others effective	
classroom.			transitions, and a	activities to create	manages time	e, space,	strategies for managing time,	
			an environment	that enhances	transitions ar	nd activities to	space, transitions and activities	
			student engagen	nent.	promote con	tinuous student	to promote continuous	
					engagement	and high levels of	student engagement and high	
					productivity.		levels of productivity.	
Score = 0	1	2	3	4	5	6	7	
Not Using	Begir	nning	Develo	oping	Арр	ying	Innovating	
Strategy is called for	Strategy is done inc	orrectly or with	Strategy is done corre	ectly	Strategy is done co		Adapts/creates new strategies for	
but not exhibited	parts missing				impact/effectiven	ess monitored	unique student needs/situations	
MDQ 1.1	The teacher provides	a clearly stated lea	rning goal accompanied	l by scale or rubric th	at describes levels o	f performance rela	tive to the learning goal	
Teacher				Student				
Posts a learning goal so				· ·	Can explain the learning goal and how current activities relate to it			
Uses a goal that is a clea	r statement of knowle	edge/information, no	ot an activity or	Can explain the	Can explain the levels of performance articulated in the scale or rubric			
assignment								
Makes reference to the	· · · · · · · · · · · · · · · · · · ·							
	MDQ 6	.4 The teacher revie	ws expectations regard	ing rules and procedu	rules and procedures to ensure their effective execution			
Teacher				Student				
Involves students in class			•		Follow clear routines and can describe established rules and procedures			
Uses class meeting to re	view rules and proced	dures; provides cues,	signals when to use the		Describe the classroom as an orderly place			
Asks students to restate	or explain rules and p	procedures		Recognize cues	Recognize cues/signals from teachers and can regulate their own behavior			
	MDQ 6.5	The teacher organiz	zes the physical layout o	of the classroom to fa	icilitate movement a	nd focus on learnir	ng	
Teacher				Student	Student			
Physical layout has clear	traffic patterns and e	asy access to materi	als and centers	Moves easily al	Moves easily about the room and can easily focus on instruction			
Decorated to enhance learning				Makes use of m	naterials and learning	g centers		
Bulletin boards relate to current content and student work is displayed				Attends to exar	Attends to examples of their displayed work and information on bulletin boards			
	MDQ 5	.24 The teacher sca	ns the room making no	te of when students a	are not engaged and	takes overt action		
Teacher				Student	Student			
Notices when specific st	udents or groups are	not engaged		Appears aware	Appears aware that the teacher is taking note of their engagement level			
Notices when energy levels in the room is low; takes action to re-engage students				Tires to increas	Tires to increase their level of engagement when prompted			

MDQ 5.25 The teacher uses academic games and incon	sequential competition to maintain student engagement
Teacher	Student
Uses structured games (Jeopardy; family feud) and impromptu games to increase	Engages in games with some enthusiasm
engagement	Can explain how games keep their interest and help them learn and remember content
Uses friendly competition along with classroom games	
	ques to maintain student engagement in questions
Teacher	Student
Uses wait time, response cards, and raised hands to respond to questions	Or entire class responds to questions posed by the teacher
Uses choral response, technology to track responses and response chaining	Can describe their thinking about specific questions posed by the teacher
MDQ 5.27 The teacher uses physical mo	vement to maintain student engagement
Teacher	Student
Uses standing up, stretching, voting with feet, give-one-get-one, acting out or modeling	Engage in physical activities designed by the teacher
Has students move to a part of the room that represents their answer	Can explain how physical movement keeps their interest and helps them learn
MDQ 5.28 The teacher uses pacing tech	niques to maintain students' engagement
Teacher	Student
Employs crisp transitions from one activity to another	Quickly adapts to transitions and re-engages when a new activity is begun
Alters pace appropriately (i.e. speeds up or slows down as appropriate	Students describe the pace as not too slow and not too fast
MDQ 5.29 The teacher demonstrates intensity a	nd enthusiasm for the content in a variety of ways
Teacher	Student
Describes personal experiences that relate to content	Says teacher likes the content and likes teaching it
Signals excitement for content through physical gestures, voice tone, dramatization	Attention level increases when the teacher demonstrates enthusiasm and intensity
Overtly adjusts energy level	·
	rsy techniques to maintain student engagement
Teacher	Student
Structures mini-debates about the content	Engages in friendly controversy activities with enhanced engagement
Has students examine multiple perspectives and opinions about the content	Describes friendly controversy activities as stimulating, fun, etc.
Elicits different opinions on content from members of the class	Explains how friendly controversy helped them understand content better
MDQ 5.31 The teacher provides students with opportunities to	relate what is being addressed in class to their personal interests
Teacher	Student
Is aware of student interests and makes connections between these and content	Engages in activities that require them to make connections between interests and content
Structures activities that ask students to make connections between content and interests	Explains how making connections helps them understands content better
Appears encouraging and interested in connections between content and interests	
MDQ 5.32 The teacher uses unusual or intriguing information a	bout the content in a manner that enhances student engagement
Teacher	Student
Provides interesting facts and details about the content	Attention increases when unusual information is provided about the content
Encourages students to identify interesting information about the content	Explains how unusual information makes them more interested in content
Uses activities like "believe it or not" or guest speakers	
MDQ 7.33 The teacher uses behaviors associated with "w	rith-it-ness" to maintain adherence to rules and procedures
Teacher	Student
Physically occupies all quadrants of the room / proactively addresses inflammatory	Recognizes that the teacher is aware of their behavior
situations	Describes the teacher as aware of what is going on or has eyes in the back of their head
Scans the entire room; makes eye contact; deals with potential sources of disruption	
	not following rules and procedures consistently and fairly
Teacher	Student
Use nonverbal signs for inappropriate behavior (eye contact; proximity; tap desk; shake	Ceases inappropriate behavior when signaled to do so
head)	Accepts consequences as a part of the way the class is conducted
Uses verbal signals for inappropriate behavior (says stop; says rule is broken)	Can describe the teacher as fair in the application of rules
Uses contingency consequences; involves home; direct cost consequences	

MDQ 7.35 The teacher consistently and fairly acknowledges adherence to rules and procedures						
Teacher	Student					
Uses verbal & non-verbal signals (smile; nod of head; high five; says thank you)	Appears appreciative of the teacher's acknowledgement					
Notifies home with compliment; uses reward or certificate of merit; token economies	Number of students adhering to rules increases					
MDQ 8.36 The teacher uses students' interests and backs	ground to produce a climate of acceptance and community					
Teacher	Student					
Has side discussions with students about events in their lives or topics of interest	Describes teacher as someone who knows them & is interested in them; accepts them					
Builds student interests into lessons	Responds that teacher demonstrates understanding of their interests and background					
MDQ 8.38 The teacher behaves in	an objective and controlled manner					
Teacher	Student					
Does not exhibit extremes in positive or negative emotions; is calm and controlled	Is settled by the teacher's calm behavior					
Does not demonstrate personal offense at misbehavior or inflammatory issues	Describes the teacher as in control of self and class; does not hold grudges or take personal					
MD4.55 The teacher interacts with other teachers in a p	ositive manner to promote and support student learning					
Teacher	Teacher					
Works cooperatively with appropriate school personnel to address issues impact learning	Accesses available expertise and resources to support student learning needs					
Establishes working relationships that demonstrate integrity, confidentiality, respect,	Describes positive interactions with colleagues to promote and support student learning					
flexibility, fairness and trust	Describes situations where negative conservations of other teachers have been extinguished					

Teacher Growth Guide 5.3 – Marzano Strategies

Standard 5: Positive Classroom Environment

Quality Indicator 3: Classroom, school and community culture

Emerging			Developing		Proficient		Distinguished	
5E3) The emerging teacher			5D3) The developing teacher also		5P3) The proficient teacher also		5S3) The distinguished teacher also	
Builds awareness of the culture of the school and community in order to influence student relationships and build an effective classroom learning environment.		Develops a positive culture in the classroom and school to positively affect student relationships and learning.		Maintains and enhances a positive culture in the classroom and school, creating a classroom environment which promotes positive student relationships and learning.		Actively engages students in discussing and evaluating the culture of the classroom, school and community to positively impact relationships and learning.		
Score = 0	1	2	3	4	5	6	7	
Not Using	Begini	ning	Develo	ping	Арр	lying	Innovating	
Strategy is called for	Strategy is done inco		Strategy is done correct		Strategy is done of		Adapts/creates new strategies for	
but not exhibited	parts missing				impact/effectiven	ess monitored	unique student needs/situations	
	MDQ 1.3 The teache	er provides student	s with recognition of the	ir current status and	d their knowledge g	ain relative to the le	earning goal	
Teacher				Student				
Acknowledges students				Shows signs of	Shows signs of pride regarding their accomplishments in the class			
Celebrates success with				Say they want to continue making progress				
	MDQ 6.4	4 The teacher revie	ws expectations regardi		ures to ensure their	effective execution		
Teacher				Student				
Involves students in clas					utines and can descr		s and procedures	
			signals when to use then		assroom as an order			
Asks students to restate					s/signals from teache			
	MDQ 6.5	The teacher organiz	es the physical layout of		icilitate movement	and focus on learning	ng	
Teacher				Student				
Physical layout has clear		asy access to materi	als and centers		Moves easily about the room and can easily focus on instruction			
Decorated to enhance le	_	tudant wark is displ	avad		Makes use of materials and learning centers			
Bulletin boards relate to			•		Attends to examples of their displayed work and information on bulletin boards onsequential competition to maintain student engagement			
Teacher	IVIDQ 5.2	J THE LEACHER USES	academic games and inc	Student	ention to maintain	student engagemen	i.	
Uses structured games (Jeonardy: family foud)	and impromptly gar	mes to increase		nes with some enthu	ciacm		
engagement	scopardy, raining reduj	and impromptu gar	iics to iiici case		Engages in games with some enthusiasm Can explain how games keep their interest and help them learn and remember content			
Uses friendly competition		Can explain no	W Barries Reep then	micrest and neip th	carriana remember content			
oses menaly competition			cher uses friendly contro	versy techniques to	maintain student e	ngagement		
Teacher		2 5.55 1.10 100	ases menaly contro	Student				
Structures mini-debates	about the content				Engages in friendly controversy activities with enhanced engagement			
Has students examine m		nd opinions about th	ne content	Describes friendly controversy activities as stimulating, fun, etc.				
Elicits different opinions		•			Explains how friendly controversy helped them understand content better			

MDQ 5.31 The teacher provides students with opportunities to	relate what is being addressed in class to their personal interests
Teacher	Student
Is aware of student interests and makes connections between these and content	Engages in activities that require them to make connections between interests and content
Structures activities that ask students to make connections between content and interests	Explains how making connections helps them understands content better
Appears encouraging and interested in connections between content and interests	
MDQ 8.38 The teacher behaves in	an objective and controlled manner
Teacher	Student
Does not exhibit extremes in positive or negative emotions; is calm and controlled	Is settled by the teacher's calm behavior
Does not demonstrate personal offense at misbehavior or inflammatory issues	Describes the teacher as in control of self and class; does not hold grudges or take personally
MD4.55 The teacher interacts with other teachers in a p	positive manner to promote and support student learning
Teacher	Teacher
Works cooperatively with appropriate school personnel to address issues impact learning	Accesses available expertise and resources to support student learning needs
Establishes working relationships that demonstrate integrity, confidentiality, respect,	Describes positive interactions with colleagues to promote and support student learning
flexibility, fairness and trust	Describes situations where negative conservations of other teachers have been extinguished
MD4.56 The teacher interacts with students and parents in a positive m	anner to foster learning and promote positive home/school relationships
Teacher	Teacher
Fosters collaborative partnerships with parents to enhance student success in a manner that	Uses multiple means and modalities to communicate with families
demonstrate integrity, confidentiality, respect, flexibility, fairness and trust	Responds to requests for support, assistance and/or clarification promptly
Ensures consistent and timely communication with parents regarding expectations &	Respects and maintains confidentiality of student/family information
progress	
Encourages parent involvement in classroom and school activities	
Demonstrates awareness and sensitivity to social, cultural and language backgrounds	
MD4.60 The teacher is aware of the district's and school's initiatives and	participates in them in accordance with his or her talents and availability
Teacher	
Participates in school activities and events as appropriate to support students & families	
Serves on school/district committees and participates in PD opportunities	
Works to achieve school and district improvement goals	

Teacher Growth Guide 6.1 – Marzano Strategies

Standard 6: Effective Communication

The teacher models effective verbal, nonverbal, and media communication techniques with students, colleagues and parents to foster active inquiry, collaboration, and supportive interaction in the classroom.

Quality Indicator 1: Verbal and nonverbal communication

Emerging			Developing		Proficient		Distinguished
6E1) The emerging tead	cher		6D1) The developing teacher also		6P1) The proficient teacher also		6S1) The distinguished teacher
							also
Uses correct, effec	ctive verbal and non-ve	rbal	Consistently uses and fosters correct,		Evaluates the	e impact of and	Shares with others strategies
communication skills.			effective verbal and r	onverbal	strategies fo	r the correct and	for ensuring correct, effective
			communication, inclu			of verbal and	verbal and nonverbal
			to communicate with		nonverbal co	mmunication.	communication in their school
			whose first language				and throughout the
			English or whose disa				community.
Score = 0	1	2	specific forms of com	4	5	6	7
Not Using	Begin	=	Developing			lying	Innovating
Strategy is called for	Strategy is done inco	-	Strategy is done correctly	5	Strategy is done of		Adapts/creates new strategies for
but not exhibited	parts missing	,	Strategy is done correctly		impact/effectiveness monitored		unique student needs/situations
	MDQ 8.3	7 When appropriat	e, the teacher uses verbal a	nd nonverbal bel	havior that indicate	s caring for student	s
Teacher				Student			
Compliments on acade	mic/personal accomplis	shments; uses inforn	nal conversations Describes teacher as someone who cares about them				
Uses humor, smiles, no							
	MDQ 9	9.39 The teacher ex	hibits behaviors that demo	onstrate value and respect for low expectancy students			
Teacher				Student			
Provides low expectance	•				res for all students		
Makes eye contact, smi Does not allow negative			_	Treats other stu	udents with respect		
Knows which students			5				
Tario W S William Students V			s of low expectancy student	s with the same f	frequency and dept	h as high expectanc	v students
Teacher	-,		- F	Student			-
Makes sure low expects	ancy students are asked	d questions at the sa	me rate	Say the teacher expects everyone to participate			
Makes sure low expectancy students are asked complex questions at the same rate				Say the teacher	s asks difficult ques	tions of every stude	nt
MDQ 9.41 The teacher probes incorrect answers of low expectancy					ame manner as tha	t of the high expecta	ancy students
Teacher				Student			
Asks for further explana		-	•	Say teacher won't let you off the hook and won't give up on you			
Rephrases questions w	·	•		Says teacher he	lps them answer qu	estions successfully	
Breaks a question into smaller and simpler parts when questions are answered incorrectly				ĺ			

Teacher Growth Guide 6.2 – Marzano Strategies

Standard 6: Effective Communication

Quality Indicator 2: Sensitivity to culture, gender, intellectual and physical differences

	Emerging		Developing		Proficient		Distinguished	
6E2) The emerging teach	ner		6D2) The developing t	eacher also	6P2) The proficient teacher also		6S2) The distinguished teacher	
							also	
Is aware of personal bias in regard to differences in culture, gender, intellectual, and physical ability in classroom and its impact on student learning.			Demonstrates and promotes sensitivity to differences in culture, gender, intellectual, and physical ability in classroom communication and in responses to students' communications.		Helps students to develop a respect for all through sensitivity to cultural, gender, intellectual and physical ability differences in classroom communication.		Promotes a respect for all and sensitivity to cultural, gender, intellectual and physical ability differences throughout the school and community.	
Score = 0	1	2	3	4	5	6	7	
Not Using	Begin	ning	Develo	ping	Applying		Innovating	
Strategy is called for	Strategy is done inco	orrectly or with	Strategy is done corre	ctly	Strategy is done correctly and its		Adapts/creates new strategies for	
but not exhibited	parts missing				impact/effectiveness monitored		unique student needs/situations	
		MDQ 5.30 The tead	cher uses friendly contr	oversy techniques to	maintain student e	ngagement		
Teacher				Student	Student			
Structures mini-debates	about the content			Engages in frien	Engages in friendly controversy activities with enhanced engagement			
Has students examine m	ultiple perspectives a	nd opinions about th	ne content	Describes friend	Describes friendly controversy activities as stimulating, fun, etc.			
Elicits different opinions	on content from men	nbers of the class		Explains how fri	Explains how friendly controversy helped them understand content better			
	MDQ 8.36	The teacher uses st	tudents' interests and b	ackground to produce	e a climate of accep	tance and commun	ity	
Teacher					Student			
Has side discussions with	n students about even	ts in their lives or to	pics of interest	Describes teach	ner as someone who	knows them & is in	terested in them; accepts them	
Builds student interests	into lessons			Responds that t	Responds that teacher demonstrates understanding of their interests and background			

Teacher Growth Guide 6.3 – Marzano Strategies

Standard 6: Effective Communication

Quality Indicator 3: Learner expression in speaking, writing and other media

Emerging			Developing		Proficient		Distinguished		
6E3) The emerging teach	ier		6D3) The developing to	eacher also	6P3) The proficier	nt teacher also	6S3) The distinguished teacher		
							also		
Supports and expands learner expression in speaking, writing, listening, and other media ensuring it adheres to district policy.			Develops students in directing their own safe, free and respectful expression in speaking, writing, listening, and other media ensuring it adheres to district policy.		Promotes respect, safe and free expression in the school and the larger school community ensuring it adheres to district policy.		Shares with others strategies for promoting respect, safe and free expression in the school and the larger school community ensuring it adheres to district policy.		
Score = 0	1	2	3	4	5	6	7		
Not Using	Begini	ning	Develo	ping	Арр	lying	Innovating		
Strategy is called for	Strategy is done inco	rrectly or with	Strategy is done correct	ctly	Strategy is done of		Adapts/creates new strategies for		
but not exhibited	parts missing				impact/effectiver		unique student needs/situations		
MDQ 1.1 The teacher provides a clearly stated learning goal accompanied by scale or rubric that describes levels of performance relative to the learning goal							tive to the learning goal		
Teacher				Student	1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1				
Posts a learning goal so a				Can explain the learning goal and how current activities relate to it Can explain the levels of performance articulated in the scale or rubric					
Uses a goal that is a clear	r statement of knowle	dge/information, no	ot an activity or	Can explain the	levels of performal	nce articulated in the	e scale or rubric		
assignment									
Makes reference to the g				es students in summ	arizing prediction	and augstioning to r	process new information		
Teacher	During breaks in the	presentation or con	item, the teacher engag	Student	arizing, prediction	and questioning to p	nocess new information		
Has group members sum	marize new information	on			ictions clarification	questions and can	explain what they just learned		
Employs process strategi			ncept attainment				s with each other or making		
				predictions					
MDQ 2.11	The teacher asks infer	ential questions or	engages students in act	ivities that require el	laborative inference	es that go beyond w	hat was explicitly taught		
Teacher				Student					
Asks explicit questions re	equiring students to m	ake elaborate infere	ences about content	Volunteers ansv	Volunteers answers to inferential questions				
Asks students to explain				Provides explan	Provides explanations and proofs for inferences				
Presents situations or pr									
	er engages students in	activities that help	them record their unde		ntent in linguistic w	ays and/or represer	nt the content in nonlinguistic ways		
Teacher				Student					
Asks students to summa	rize the information or	r generate notes ide	entifying critical		_		clude critical content		
information				· ·	Can explain main points of the lesson				
Asks students to create g	low charts, or mnemoni	CS							

MDQ 2.13 The teacher engages students in activities that	help them reflect on their learning and the learning process			
Teacher	Student			
Asks students to state or record what they are clear about or what they are confused about	Can explain confusion or clarity and describe how hard they tried			
Asks students to describe how hard they tried and how they could've enhanced their	Can explain what they could have done to enhance their learning			
learning				
MDQ 3.17 When content is informational, the teacher helps studen	ts deepen their knowledge by examining similarities and differences			
Teacher	Student			
Uses comparison, classifying, analogy or metaphor activities	Can explain and identify similarities and differences			
Asks students to summarize what they learned or explain how this helped their	Can explain how similarities and differences help them understand the content better			
understanding				
MDQ 3.18 When content is informational, the teacher helps students deepen their knowle	dge by examining their own reasoning or the logic of the information as presented to them			
Teacher	Student			
Asks students to examine errors or informal fallacies (faulty logic, attacks, weak references)	Can describe errors or informal fallacies in information			
Asks students to examine the strength of support presented for a claim	Can explain the overall structure of an argument presented to support a claim			
MDQ 3.20 The teacher engages students in revision of previ	ious knowledge about content addressed in previous lessons			
Teacher	Student			
Engages whole class in examination of how the current lesson changed perceptions about	Makes corrections to information previously recorded about content			
the previous content and has students explain how their understanding has changed	Explains previous error or misconceptions they had about content			
MDQ 4.22 The teacher engages them in complex tasks (decision-making, problem-solving	g, experimental inquiry, investigation) that require them to generate and test hypotheses			
Teacher	Student			
Engages students with explicit tasks (decision-making, problem-solving, investigation, etc.)	Clearly are working on tasks and can explain the hypothesis they are testing			
Facilitates students generating their own or group task requiring generating and testing	Can explain whether their hypothesis was confirmed or disconfirmed			
MDQ 8.36 The teacher uses students' interests and backg	round to produce a climate of acceptance and community			
Teacher	Student			
Has side discussions with students about events in their lives or topics of interest	Describes teacher as someone who knows them & is interested in them; accepts them			
Builds student interests into lessons	Responds that teacher demonstrates understanding of their interests and background			

Teacher Growth Guide 6.4 – Marzano Strategies

Standard 6: Effective Communication

Quality Indicator 4: Technology and media communication tools

	Develop	ing	Prof	icient	Distinguished				
6E4) The emerging teacher 6D4) The developing teach				cher also	6P4) The proficier	nt teacher also	6S4) The distinguished teacher		
							also		
Demonstrates knowledge and understanding of technology and media communication tools for purposeful instruction.		Implements instruction that encourages technology and media communication tools use for learning and models those techniques.		Facilitates the students' effective use of technology and media communication tools.		Either mentors, or assists students in mentoring, members of the school and community in the use of technology and media communication tools.			
Score = 0	1	2	3	4	5	6	7		
Not Using	Begin	ning	Develop	ing	Арр	lying	Innovating		
Strategy is called for	Strategy is done inco	orrectly or with	Strategy is done correct	У	Strategy is done of	orrectly and its	Adapts/creates new strategies for		
but not exhibited	parts missing				impact/effectiven	ess monitored	unique student needs/situations		
MDQ 2.6 The	teacher identifies a les	sson or part of a less	on as involving importan	(critical or non-cri	tical) information to	which students sh	ould pay particular attention		
Teacher				Student					
Explains why upcoming	content is important			Can describe th	e level of important	ce and why it is impo	ortant to pay attention to it		
Cues students using ton	e of voice, body position	on or level of exciter	ment	Visibly adjusts t	heir level of engage	ment			
	MDQ	2.7 The teacher org	ganizes students into sma	groups to facilitate the processing of new information					
Teacher				Student					
Has established routine	s for student grouping	and student interact	tion in groups	Moves into gro	Moves into groups in orderly fashion and understands appropriate expectations and				
Uses ad hoc groups incl	uding dyads, triads, an	d small groups up to	5 members	Visibly adjusts t	heir level of engage	ment			
MDQ 2.8 The t	eacher engages stude	nts in activities that	help them link what they	already know to tl	he new content abo	ut to be addressed	and facilitates these linkages		
Teacher				Student					
			les and advance organizer	Can explain linkages or prior knowledge and make predictions about upcoming content					
Has students brainstorn	n, uses anticipation gui	ide and/or motivatio	nal hook/launching	Engages in prev	riewing activities ar	d can give a purpose	e for what they are about to learn		
activity									
	ased on student need	s, the teacher break	s the content into small o		le bites) of informa	tion that can be eas	ily processed by students		
Teacher				Student					
Stops at strategic points in a verbal presentation, video, presentation or demonstration or as						ping at various poin			
students are reading information or aloud orally					•		eacher stops at strategic points		
	During breaks in the	presentation of con	tent, the teacher engage		arizing, prediction a	and questioning to p	process new information		
Teacher				Student					
Has group members sur							explain what they just learned		
Employs process strateg	gies like jigsaw, recipro	cal teaching and con	cept attainment		content asking and	answering questions	s with each other or making		
				predictions					

MDQ 2.11 The teacher asks inferential questions or engages students in activitie	es that require elaborative inferences that go beyond what was explicitly taught
Teacher	Student
Asks explicit questions requiring students to make elaborate inferences about content	Volunteers answers to inferential questions
Asks students to explain or defend their inferences	Provides explanations and proofs for inferences
Presents situations or problems that require inferences	' '
MDQ 2.12 The teacher engages students in activities that help them record their understa	nding of new content in linguistic ways and/or represent the content in nonlinguistic ways
Teacher	Student
Asks students to summarize the information or generate notes identifying critical	Summaries, notes and nonlinguistic representations include critical content
information	Can explain main points of the lesson
Asks students to create graphic organizers, pictures, pictographs, flow charts, or mnemonics	
MDQ 2.13 The teacher engages students in activities that h	elp them reflect on their learning and the learning process
Teacher	Student
Asks students to state or record what they are clear about or what they are confused about	Can explain confusion or clarity and describe how hard they tried
Asks students to describe how hard they tried and how they could've enhanced their	Can explain what they could have done to enhance their learning
learning	
MDQ 3.14 The teacher engages students in a brief rev	riew of content that highlights the critical information
Teacher	Student
Begins lesson with a brief review of content	Can describe the previous content on which the new lesson is based
Reviews using summary, using previous information, demonstration, or brief practice test	Response to class activities indicate they recall previous content
MDQ 3.15 The teacher uses grouping in ways the	at facilitate practicing and deepening knowledge
Teacher	Student
Organizes into groups with the expressed idea of deepening knowledge of informal content	Can explain how group work supports their learning
Organizes into groups with the expressed idea of practicing a skill, strategy or process	When in groups, asks others questions or obtains feedback for their peers
MDQ 3.16 As appropriate, the teacher designs homework to deepen students	' knowledge of informational content or to practice a skill, strategy or process
Teacher	Student
Communicates clear purpose for homework	Can describe how homework will deepen understanding of informational content or help
Extends an activity that was begun in class to provide student with more time	them to practice a skill, strategy or process
Crafts an assignment to allow students to practice and deepen knowledge independently	Ask clarifying questions of the homework that help them understand the purpose
MDQ 3.17 When content is informational, the teacher helps student	
Teacher	Student
Uses comparison, classifying, analogy or metaphor activities	Can explain and identify similarities and differences
Asks students to summarize what they learned or explain how this helped their	Can explain how similarities and differences help them understand the content better
understanding	
MDO 3.18. When content is informational, the teacher halps students deepen their knowle	
wind 3:16 When content is informational, the teacher helps students deepen their knowle	dge by examining their own reasoning or the logic of the information as presented to them
Teacher	dge by examining their own reasoning or the logic of the information as presented to them Student
Teacher	Student
Teacher Asks students to examine errors or informal fallacies (faulty logic, attacks, weak references)	Student Can describe errors or informal fallacies in information Can explain the overall structure of an argument presented to support a claim
Teacher Asks students to examine errors or informal fallacies (faulty logic, attacks, weak references) Asks students to examine the strength of support presented for a claim	Student Can describe errors or informal fallacies in information Can explain the overall structure of an argument presented to support a claim
Teacher Asks students to examine errors or informal fallacies (faulty logic, attacks, weak references) Asks students to examine the strength of support presented for a claim MDQ 3.19 When the content involves a skill, strategy or process, the teac Teacher Engages students in massed and distributed activities appropriate to current ability	Student Can describe errors or informal fallacies in information Can explain the overall structure of an argument presented to support a claim her engages students in practice activities that help them develop fluency
Teacher Asks students to examine errors or informal fallacies (faulty logic, attacks, weak references) Asks students to examine the strength of support presented for a claim MDQ 3.19 When the content involves a skill, strategy or process, the teac Teacher	Student Can describe errors or informal fallacies in information Can explain the overall structure of an argument presented to support a claim her engages students in practice activities that help them develop fluency Student
Teacher Asks students to examine errors or informal fallacies (faulty logic, attacks, weak references) Asks students to examine the strength of support presented for a claim MDQ 3.19 When the content involves a skill, strategy or process, the teac Teacher Engages students in massed and distributed activities appropriate to current ability	Student Can describe errors or informal fallacies in information Can explain the overall structure of an argument presented to support a claim her engages students in practice activities that help them develop fluency Student Performs the skill, strategy or process with increased confidence
Teacher Asks students to examine errors or informal fallacies (faulty logic, attacks, weak references) Asks students to examine the strength of support presented for a claim MDQ 3.19 When the content involves a skill, strategy or process, the teac Teacher Engages students in massed and distributed activities appropriate to current ability Uses guided practice if students can't perform skill/strategy/process; independent if they	Student Can describe errors or informal fallacies in information Can explain the overall structure of an argument presented to support a claim her engages students in practice activities that help them develop fluency Student Performs the skill, strategy or process with increased confidence Performs the skill, strategy or process with increased competence
Teacher Asks students to examine errors or informal fallacies (faulty logic, attacks, weak references) Asks students to examine the strength of support presented for a claim MDQ 3.19 When the content involves a skill, strategy or process, the teac Teacher Engages students in massed and distributed activities appropriate to current ability Uses guided practice if students can't perform skill/strategy/process; independent if they can	Student Can describe errors or informal fallacies in information Can explain the overall structure of an argument presented to support a claim her engages students in practice activities that help them develop fluency Student Performs the skill, strategy or process with increased confidence Performs the skill, strategy or process with increased competence
Teacher Asks students to examine errors or informal fallacies (faulty logic, attacks, weak references) Asks students to examine the strength of support presented for a claim MDQ 3.19 When the content involves a skill, strategy or process, the teac Teacher Engages students in massed and distributed activities appropriate to current ability Uses guided practice if students can't perform skill/strategy/process; independent if they can MDQ 3.20 The teacher engages students in revision of previ	Student Can describe errors or informal fallacies in information Can explain the overall structure of an argument presented to support a claim her engages students in practice activities that help them develop fluency Student Performs the skill, strategy or process with increased confidence Performs the skill, strategy or process with increased competence ous knowledge about content addressed in previous lessons

MDQ 4.21 The teacher organizes the class in such a way as to facilitate students working on complex tasks that require them to generate and test hypotheses								
Teacher	Student							
Establishes the need to generate and test hypotheses	Can describe the importance of generating and testing hypotheses							
Organizes students into groups to generate and test hypotheses	Can explain how groups support their learning and help them generate and test hypotheses							
MDQ 4.22 The teacher engages them in complex tasks (decision-making, problem-solving	g, experimental inquiry, investigation) that require them to generate and test hypotheses							
Teacher	Student							
Engages students with explicit tasks (decision-making, problem-solving, investigation, etc.)	Clearly are working on tasks and can explain the hypothesis they are testing							
Facilitates students generating their own or group task requiring generating and testing	Can explain whether their hypothesis was confirmed or disconfirmed							
MDQ 4.23 The teacher acts as a resource provider and	guide as students engage in cognitively complex tasks							
Teacher	Student							
Circulates the room and provides easy access to himself/herself	Seeks out the teacher for advice and guidance							
Volunteers resources and guidance as needed by entire class, groups, or individual students	Can explain how the teacher provides assistance and guidance							

Teacher Growth Guide 7.1 – Marzano Strategies

Standard 7: Student Assessment and Data Analysis

The teacher understands and uses formative and summative assessment strategies to assess the learner's progress and uses both classroom and standardized assessment data to plan ongoing instruction. The teacher monitors the performance of each student and devises instruction to enable students to grow and develop, making adequate academic progress.

Quality Indicator 1: Effective use of assessments

	Emerging		Devel	oping	Prof	icient	Distinguished	
7E1) The emerging teacher			7D1) The developing teacher also		7P1) The proficier	nt teacher also	7S1) The distinguished teacher	
							also	
Demonstrates the use of formal and informal assessments to determine progress towards specific learning goals.		Effectively uses multiple formal and informal student assessments to address specific learning goals, including modifications for students with special needs.		Identifies student's prior knowledge, progress during instruction and achievement at the end of an instructional unit to demonstrate individual and whole class learning.		Shares knowledge and expertise with others on the effective use of assessments to generate data demonstrating progress toward individual and whole class learning.		
Score = 0	1	2	3	4	5	6	7	
Not Using	Begin	nning	Devel	oping	Арр	lying	Innovating	
Strategy is called for	Strategy is done inc	orrectly or with	Strategy is done corre	ectly			Adapts/creates new strategies for	
but not exhibited	parts missing				impact/effectiveness monitored		unique student needs/situations	
MDQ 1.1	I The teacher provides	a clearly stated lea	rning goal accompanied	d by scale or rubric tha	at describes levels o	f performance relat	tive to the learning goal	
Teacher				Student				
Posts a learning goal so	all students can see it			Can explain the	learning goal and h	ow current activities	s relate to it	
Uses a goal that is a cle	ar statement of knowle	edge/information, no	ot an activity or	Can explain the	levels of performan	nce articulated in the	e scale or rubric	
assignment								
Makes reference to the								
	MDQ 1.2 The teach	er facilitates trackir	ng of student progress o	on one or more learning	ng goals using a for	mative approach to	assessment	
Teacher				Student				
Helps students track their individual progress on the learning goal				Can describe th	eir status relative to	the learning goal u	sing the rubric or scale	
Uses formal/informal means to assign scores to students (class) on scale or rubric			Systematically (updates their status	on the learning goa	I		
	MDQ 1.3 The teach	er provides student	s with recognition of th	eir current status and	d their knowledge g	ain relative to the le	earning goal	
Teacher				Student				
Acknowledges students	who have achieved a	certain score; made	gains in knowledge/skil	Shows signs of	pride regarding thei	r accomplishments i	in the class	
Celebrates success with	a show of hands, cert	ification of success,	notify parent, applause	Say they want t	Say they want to continue making progress			

Teacher Growth Guide 7.2 – Marzano Strategies

Standard 7: Student Assessment and Data Analysis

Quality Indicator 2: Assessment data to improve learning

Emerging Developing					Profi	cient	Distinguished
7E2) The emerging teacher Demonstrates basic strategies for accessing, analyzing and			7D2) The developing teacher also Reviews student trend data and		7P2) The proficient teacher also Uses tools such as rubrics,		7S2) The distinguished teacher also Is able to model and/or share
appropriately using information and assessment results to improve learning activities.		growth in learning through a comparison of student work (i.e. pre-/post- test results or similar mechanisms) to inform instructional decisions.		scoring guides, performance analyses, etc., that clearly identify the knowledge and skills intended for students to acquire in well-defined learning goals.		information and expertise with others on the use of a wide variety of assessments and evidence that they improved the effectiveness of instruction.	
Score = 0	1	2	3	4	5	6	7
Not Using	Begin	ning	Develo	oping	Арр	lying	Innovating
Strategy is called for	Strategy is done inco	orrectly or with	Strategy is done corre	ectly	Strategy is done co		Adapts/creates new strategies for
but not exhibited	parts missing				impact/effectiven	ess monitored	unique student needs/situations
MDQ 1.1	The teacher provides	a clearly stated lea	rning goal accompanied	by scale or rubric that	at describes levels o	f performance rela	tive to the learning goal
Teacher Posts a learning goal so a Uses a goal that is a clear assignment Makes reference to the g			learning goal and he levels of performan				
	MDQ 1.2 The teacher facilitates tracking of student progress on o			n one or more learning	ng goals using a forn	native approach to	assessment
Teacher							
Helps students track the Uses formal/informal me					eir status relative to updates their status		sing the rubric or scale I

Teacher Growth Guide 7.3 – Marzano Strategies

Standard 7: Student Assessment and Data Analysis

Quality Indicator 3: Student-led assessment strategies

Emerging Developin				oping	Profi	icient	Distinguished	
7E3) The emerging teacher 7D3) The develop			7D3) The developing t	teacher also	7P3) The proficien	nt teacher also	7S3) The distinguished teacher	
							also	
Uses assessment st	trategies and timely de	escriptive feedback	Purposefully tead	ches students to use	Adjusts and a	adapts strategies	Model for others how to	
to involve learners	in some personal-goal	setting and self-	assessment data	to think about their	for teaching s	students how to	provide timely descriptive	
assessment activiti	es		own learning, inc		use assessme	ent data in	feedback and the engaging of	
			personal learning	g goals.	thinking abou	ut their own	students in establishing	
					learning, incl	uding setting	personal learning goals, self-	
					personal goa	ls, based on	assessment, and using	
					unique stude	nt strengths,	evidence to report on their	
					needs and lea	arning styles.	own progress to the teacher,	
		T		T		1	parents, and others.	
Score = 0	1	2	3	4	5	6	7	
Not Using	Begin	•	Develo	. •	Applying		Innovating	
Strategy is called for	Strategy is done inco	orrectly or with	Strategy is done corre	ectly	Strategy is done of	Adapts/creates new strategies for		
but not exhibited	parts missing				impact/effectiven	unique student needs/situations		
	The teacher provides	a clearly stated lea	rning goal accompanied	l by scale or rubric the	at describes levels o	f performance rela	tive to the learning goal	
Teacher				Student				
Posts a learning goal so				•	learning goal and h			
Uses a goal that is a clea	ar statement of knowle	edge/information, no	ot an activity or	Can explain the	levels of performan	nce articulated in th	e scale or rubric	
assignment								
Makes reference to the	·							
	MDQ 1.2 The teach	er facilitates trackin	ng of student progress o	n one or more learnii	ng goals using a forr	native approach to	assessment	
Teacher				Student				
Helps students track their individual progress on the learning goal						using the rubric or scale		
Uses formal/informal m					updates their status			
	MDQ 1.3 The teach	er provides student	s with recognition of th		d their knowledge ga	ain relative to the l	earning goal	
Teacher				Student				
Acknowledges students				_	pride regarding thei		in the class	
Celebrates success with	a show of hands, certi	fication of success, i	notify parent, applause	Say they want t	Say they want to continue making progress			

Teacher Growth Guide 7.4 – Marzano Strategies

Standard 7: Student Assessment and Data Analysis

Quality Indicator 4: Effect of instruction on individual/class learning

	Emerging		Developing		Proficient		Distinguished		
7E4) The emerging teacher 7D4) The devel			7D4) The developing	teacher also	7P4) The proficien	t teacher also	7S4) The distinguished teacher		
							also		
Observes the effect	t of class instruction or	n individual and	Collects relevant	information and	Engages in or	ngoing assessment	Is capable of modeling for		
whole class learnin			data about curre		of progress o		others the use of ongoing,		
			plan future instru	uction.		whole class in	consistent assessment		
					order to adva	nce each	throughout the instructional		
					individual's le	earning of	process to gather data about		
					instructional	objectives	the effect of instruction to		
					through mod	ifications to	enhance individual and class		
	-				instructional	strategies.	achievement.		
Score = 0	1	2	3	4	5	6	7		
Not Using	Begin	ning	Devel	oping	Арр		Innovating		
Strategy is called for	Strategy is done inco	orrectly or with	Strategy is done corre	ectly	Strategy is done co		Adapts/creates new strategies for		
but not exhibited	parts missing				impact/effectiveness monitored		unique student needs/situations		
	The teacher provides	a clearly stated lea	rning goal accompanied	d by scale or rubric tha	at describes levels o	f performance relat	tive to the learning goal		
Teacher				Student					
Posts a learning goal so				·	Can explain the learning goal and how current activities relate to it				
Uses a goal that is a clea assignment	r statement of knowle	edge/information, no	ot an activity or	Can explain the	levels of performan	ce articulated in the	e scale or rubric		
Makes reference to the	goal throughout the le	esson and may use a	scale or rubric						
THE REPORT OF THE PARTY OF THE			g of student progress of	on one or more learning	ng goals using a forn	native approach to	assessment		
Teacher				Student					
Helps students track the	eir individual progress	on the learning goal		Can describe th	Can describe their status relative to the learning goal using the rubric or scale				
Uses formal/informal m					updates their status		=		
MD3.51 The te	eacher determines ho	w effective a lesson	or unit of instruction w	as in terms of enhance	cing student achieve	ment & identifies o	causes of success or difficulty		
Teacher							-		
Gathers and keeps recor	rds of his or her evalua	ations of individual le	essons/units						
Explains the strengths and weaknesses of specific units/lessons									
Explains the alignment of	oals								
MD3.52 The teache	instructional strategie	s regarding the achiev	ement of subgroup	s of students and id	lentifies reasons for discrepancies				
Teacher									
Gathers/keeps evidence	of the effects of speci	ific classroom strate	gies and behaviors on						
specific categories of stu									
Provides a written analy	ty								

Teacher Growth Guide 7.5 – Marzano Strategies

Standard 7: Student Assessment and Data Analysis

Quality Indicator 5: Communication of student progress and maintaining records

Test) The emerging teacher April Day The developing teacher also also Day The proficient teacher also The proficient teacher analysis to detail student teacher end and and an and and and and and and an	E	Emerging Developing					Proficient [
Communicates general information about student progress knowledgeably, responsibly, and ethically based on appropriate indicators, to communicate student achievement students, families, and/or colleagues. In the progress, knowledgeably and responsibly, based on appropriate indicators, to communicate student progress, knowledgeably and responsibly, based on appropriate indicators, to appropriate indicators, to communicate student progress, knowledgeably and responsibly, based on appropriate indicators, to appropriate indicators,	7E5) The emerging tead	cher			pping teacher	7P5) The proficient to	eacher also	7S5) The distinguished teacher also		
progress knowledgeably, responsibly, and ethically based on appropriate indicators, to communicate student progress, knowledgeably and responsibly, based on appropriate indicators. Score = 0 1 2 3 4 5 6 7 Not Using Beginning Strategy is done incorrectly or with parts missing Use the continuous progress in the class of the continuous progress. Student Can describe the learning goal and how current activities relate to it. Can explain the learning goal and how current activities relate to it. Can explain the learning goal and how current activities relate to it. Can explain the learning goal using a formative approach to assessment. Teacher Teacher Acknowledges students who have achieved a certain score; made gains in knowledge/skill class of progress. MDQ 1.3 The teacher provides a certain score; made gains in knowledge/skill cl	Communicates ge	neral information	on about student	uiso		Uses holistic evi	dence from multiple data	Is able to mentor colleagues in the		
ethically based on appropriate indicators, to students, families, and/or colleagues. Score = 0 1 2 3 4 5 6 7 Not Using Beginning Strategy is called for but not exhibited with parts missing MDQ 1.1 The teacher provides a clearly stated learning goal accompanied by scale or rubric that earning goal so all students can see it Sues a goal that is a clear statement of knowledge/information, not an activity or assignment MDQ 1.2 The teacher facilitates tracking of student progress on the learning goal susing and the rubric or scale Uses formal/informal means to assign scores to students (class) on scale or rubric that describes leaved by performance relative to the learning goal Using the rubric or scale Uses formal/informal means to assign scores to students (class) on scale or rubric MDQ 1.2 The teacher actilitates tracking of student progress on one or more learning goals using a formative approach to assessment Teacher Helps students track their individual progress on the learning goal Uses formal/informal means to assign scores to students (class) on scale or rubric MDQ 1.3 The teacher provides students with recognition of their current status and their status relative to the learning goal using the rubric or scale Student Can explain the levels of performance articulated in the scale or rubric Student Can desprice their status relative to the learning goal using the rubric or scale Systematically updates their status on the learning goal Uses formal/informal means to assign scores to students (class) on scale or rubric Student Can describe their status and their knowledge gain relative to the learning goal Uses formal/informal means to assign scores to students (class) on scale or rubric WDQ 1.3 The teacher described and the scale or rubric Student Can describe their status relative to the learning goal Uses formal/informal means to assign scores to students score, made gains in knowledge/skill Student Can describe their status and their knowledge g	_			Uses evide	nce to		· ·	_		
students, families, and/or colleagues				communic	ate student					
Score = 0 1 2 3 4 5 6 7 Not Using Strategy is called for but not exhibited with parts missing Strategy is done incorrectly or but not exhibited with parts missing Strategy is done incorrectly or but not exhibited with parts missing Strategy is done incorrectly or but not exhibited Strategy is done incorrectly or but not exhibited Strategy is done incorrectly or but not exhibited with parts missing Strategy is done correctly Strategy is done correctly and its impact/effectiveness monitored student needs/situations MDQ 1.1 The teacher provides a clearly stated learning goal accompanied by scale or rubric that describes levels of performance relative to the learning goal seagh land in the scale or rubric that describes levels of performance relative to the learning goal seagh land in the scale or rubric Can explain the learning goal and how current activities relate to it Can explain the levels of performance articulated in the scale or rubric Can explain the levels of performance articulated in the scale or rubric Can explain the levels of performance articulated in the scale or rubric Can explain the levels of performance articulated in the scale or rubric Can explain the levels of performance articulated in the scale or rubric Can explain the levels of performance articulated in the scale or rubric Can explain the levels of performance articulated in the scale or rubric Can explain the levels of performance articulated in the scale or rubric Can explain the levels of performance articulated in the scale or rubric Can explain the levels of performance articulated in the scale or rubric Can explain the levels of performance articulated in the scale or rubric Can explain the levels of performance articulated in the scale or rubric Can explain the levels of performance relative to the learning goal using the rubric or scale Students track their individual progress on the learning goal using the rubric or scale Student Can describe their status relative to the learning goal using the rubric or scale Students who h	•			progress, k	nowledgeably	,	Ü			
Score = 0 1 2 3 4 5 6 7 Not Using Beginning Developing Strategy is called for but not exhibited with parts missing MDQ 1.1 The teacher provides a clearly stated learning goal accompanied by scale or rubric that describes performance articulated in the scale or rubric sasignment MDQ 1.2 The teacher facilitates tracking of student progress on the goal that is a clear statement of knowledge/information, not an activity or assignment MDQ 1.2 The teacher facilitates tracking of student progress on the goal that is a clear statement of knowledge/information, not an activity or assignment MDQ 1.2 The teacher facilitates tracking of student progress on the goal that is a clear statement of knowledge/information, not an activity or assignment MDQ 1.2 The teacher facilitates tracking of student progress on the goal throughout the lesson and may use a scale or rubric assignment MDQ 1.3 The teacher facilitates tracking of student progress on the goal throughout the lesson and may use a scale or rubric assignment MDQ 1.3 The teacher facilitates tracking of student progress on the learning goal using a formative approach to assessment Student accompliant to the learning goal using the rubric or scale or subric set of the goal throughout the lesson and may use a scale or rubric student strack their individual progress on the learning goal using a formative approach to assessment assign scores to students (class) on scale or rubric systematically updates their status relative to the learning goal using the rubric or scale systematically updates their status on the learning goal using the rubric or scale students who have achieved a certain score; made gains in knowledge/skill scale to the scale or rubric status and their knowledge gain relative to the learning goal student scale as a same status and their knowledge gain relative to the learning goal student scale says they want to continue making progress say they want to continue making progress say they want to continue making progress and the learning goals substances of s		_								
Not using Strategy is called for Strately is done incorrectly or with parts missing with parts missing with parts missing MDQ 1.1 The teacher provides a clearly stated learning goal accompanied by scale or rubric that describes levels of performance relative to the learning goal Student needs/situations with parts missing with parts missing with parts missing MDQ 1.1 The teacher provides a clearly stated learning goal accompanied by scale or rubric that describes levels of performance relative to the learning goal Student Can explain the learning goal and how current activities relate to it Can explain the levels of performance articulated in the scale or rubric assignment MDQ 1.2 The teacher facilitates tracking of student progress on one or more learning goal using a formative approach to assessment Student Pleps students track their individual progress on the learning goal Can explain the levels of performance articulated in the scale or rubric Student Pleps students track their individual progress on the learning goal Can explain the levels of performance articulated in the scale or rubric Student Pleps students track their individual progress on the learning goal Can explain the levels of performance articulated in the scale or rubric Student Pleps students track their individual progress on the learning goal Can explain the levels of performance relative to the learning goal using the rubric or scale Systematically updates their status relative to the learning goal using the rubric or scale Can explain the levels of performance articulated in the scale or rubric Can explain the levels of performance articulated in the scale or rubric Can explain the levels of performance articulated in the scale or rubric Can explain the levels of performance articulated in the scale or rubric Can explain the levels of performance articulated in the scale or rubric Can explain the levels of performance relative to the learning goal scale or rubric Can explain the levels of performance relative to the learning goal using t				appropriat	e indicators.					
Strategy is called for but not exhibited with parts missing with missing with missing with parts missing with missi	Score = 0	1	2			5	6	7		
MDQ 1.1 The teacher provides a clearly state learning goal accompanied by scale or rubric that describes levels of performance relative to the learning goal Teacher Posts a learning goal so all students can see it Uses a goal that is a clear statement of knowledge/information, not an activity or assign ment assignment Makes reference to the goal throughout the lesson and may use a scale or rubric MDQ 1.2 The teacher facilitates tracking of student progress on or more learning goals using a formative approach to assessment Teacher Helps students track their individual progress on the learning goal Uses formal/informal mans to assign scores to students (class) on scale or rubric MDQ 1.3 The teacher provides students with recognition of their Teacher Acknowledges students who have achieved a certain score; made gains in knowledge/skill Celebrates success with a show of hands, certification of success, notify parent, applause MD3.51 The teacher determines how effective a lesson or unit of individual lessons/units Explains the strengths and weaknesses of specific cunits/lessons MD3.52 The teacher determines the effects of specific classroom strategies and behaviors on specific categories of students strategies and a strategies and behaviors on specific categories of students strategies and selective success on strategies and behaviors on specific categories of students MD3.52 The teacher determines the effects of specific classroom strategies and behaviors on specific categories of students MD3.52 The teacher determines the effects of specific classroom strategies and behaviors on specific categories of students MD3.52 The teacher determines the effects of specific classroom strategies and behaviors on specific categories of students MD3.52 The teacher determines the effects of specific classroom strategies and behaviors on specific categories of students MD3.52 The teacher determines the effects of specific classroom strategies and behaviors on specific categories of students MD3.52 The te	_							_		
Teacher Posts a learning goal so all students can see it Uses a goal that is a clear statement of knowledge/information, not an activity or assignment Makes reference to the goal throughout the leason and may use a scale or rubric MDQ 1.2 The teacher facilitates tracking of student progress on one or more learning goals using a formative approach to assessment Feacher Helps students track their individual progress on the learning goal Uses formal/informal means to assign scores to students (class) on scale or rubric MDQ 1.3 The teacher provides students with recognition of their current status and their knowledge gain relative to the learning goal MDQ 1.3 The teacher provides students with recognition of their current status and their knowledge gain relative to the learning goal Feacher Acknowledges students who have achieved a certain score; made gains in knowledge/skill Shows signs of pride regarding their accomplishments in the class Celebrates success with a show of hands, certification of success, notify parent, applause MD3.51 The teacher determines how effective a lesson or unit of instruction was in terms of enhancing student achievement & identifies causes of success or difficulty Feacher Gathers and keeps records of his or her evaluations of individual lessons/units Explains the strengths and weaknesses of specific units/lessons MD3.52 The teacher determines the effectiveness of specific instructional strategies regarding the achievement of subgroups of students and identifies reasons for discrepancies Feacher Gathers/keeps evidence of the effects of specific classroom strategies and behaviors on specific categories of students		٠.	•	Strategy is done	correctly					
Teacher Posts a learning goal so all students can see it Uses a goal that is a clear statement of knowledge/information, not an activity or assignment Makes reference to the goal throughout the lesson and may use a scale or rubric MDQ 1.2 The teacher facilitates tracking of student progress on one or more learning goals using a formative approach to assessment Teacher Helps students track their individual progress on the learning goal Uses formal/informal means to assign scores to students (class) on scale or rubric MDQ 1.3 The teacher provides students with recognition of their current status and their knowledge gain relative to the learning goal Student Acknowledges students who have achieved a certain score; made gains in knowledge/skill Celebrates success with a show of hands, certification of success, notify parent, applause MD3.51 The teacher determines how effective a lesson or unit of instruction was in terms of enhancing student achievement & identifies causes of success or difficulty Explains the strengths and weaknesses of specific units/lessons MD3.52 The teacher determines the effectiveness of specific instructional strategies regarding the achievement of subgroups of students and identifies reasons for discrepancies Teacher Gathers Acknowledges evidence of the effects of specific classroom strategies and behaviors on specific categories of students						<u> </u>		· · · · · · · · · · · · · · · · · · ·		
Posts a learning goal so all students can see it Uses a goal that is a clear statement of knowledge/information, not an activity or assignment Makes reference to the goal throughout the lesson and may use a scale or rubric MDQ 1.2 The teacher facilitates tracking of student progress on one or more learning goals using a formative approach to assessment Student Helps students track their individual progress on the learning goal Uses formal/informal means to assign scores to students (class) on scale or rubric MDQ 1.3 The teacher provides students with recognition of their current status and their knowledge gain relative to the learning goal Acknowledges students who have achieved a certain score; made gains in knowledge/skill Celebrates success with a show of hands, certification of success, notify parent, applause MD3.51 The teacher determines how effective a lesson or unit of instruction was in terms of enhancing student achievement & identifies causes of success or difficulty Teacher Sathers and keeps records of his or her evaluations of individual lessons/units Explains the strengths and weaknesses of specific units/lessons MD3.52 The teacher determines the effectiveness of specific instructional strategies regarding the achievement of subgroups of students and identifies reasons for discrepancies Teacher Gathers/keeps evidence of the effects of specific classroom strategies and behaviors on specific categories of students Can explain the learning goal and how current activitated in the scale or rubric Can explain the learning goals using a formative approach to assessment Can describe their status relative to the learning goal using the rubric or scale Student Can describe their status on the learning goal using the rubric or scale Student Shows signs of pride regarding their accomplishments in the class Say they want to continue making progress Explains the alignment of the assessment & identifies causes of success or difficulty Explains the alignment of the assessment tasks and t	MDQ 1.	1 The teacher p	provides a clearly s	tated learning go	al accompanied by	scale or rubric that de	scribes levels of performan	ce relative to the learning goal		
Uses a goal that is a clear statement of knowledge/information, not an activity or assignment Makes reference to the goal throughout the lesson and may use a scale or rubric MDQ 1.2 The teacher facilitates tracking of student progress on one or more learning goals using a formative approach to assessment Teacher Helps students track their individual progress on the learning goal Uses formal/informal means to assign scores to students (class) on scale or rubric MDQ 1.3 The teacher provides students with recognition of their tracking of students with recognition of their tracking of students who have achieved a certain score; made gains in knowledge/skill Celebrates success with a show of hands, certification of success, notify parent, applause MD3.51 The teacher determines how effective a lesson or unit of instruction was interms of enhancing student achievement & identifies causes of success or difficulty Explains the strengths and weaknesses of specific units/lessons MD3.52 The teacher determines the effectiveness of specific classroom strategies and behaviors on specific categories of students Can describe their status relative to the learning goal using the rubric or scale Systematically updates their status on the learning goal using the rubric or scale Systematically updates their status on the learning goal status and their knowledge gain relative to the learning goal Student Student Shows signs of pride regarding their accomplishments in the class Say they want to continue making progress MD3.51 The teacher determines how effective a lesson or unit of instruction was in terms of enhancing student achievement & identifies causes of success or difficulty Explains the alignment of the assessment tasks and the learning goals Explains the alignment of the assessment tasks and the learning goals Gathers/keeps evidence of the effects of specific classroom strategies and behaviors on specific categories of students										
assignment Makes reference to the goal throughout the lesson and may use a scale or rubric MDQ 1.2 The teacher facilitates tracking of student progress on one or more learning goals using a formative approach to assessment Teacher Helps students track their individual progress on the learning goal Uses formal/informal means to assign scores to students (class) on scale or rubric MDQ 1.3 The teacher provides students with recognition of their current status and their knowledge gain relative to the learning goal Student Acknowledges students who have achieved a certain score; made gains in knowledge/skill Celebrates success with a show of hands, certification of success, notify parent, applause MD3.51 The teacher determines how effective a lesson or unit of instruction was in terms of enhancing student achievement & identifies causes of success or difficulty Explains the strengths and weaknesses of specific units/lessons MD3.52 The teacher determines the effectiveness of specific instructional strategies regarding the achievement of subgroups of students and identifies reasons for discrepancies Teacher Gathers/keeps evidence of the effects of specific classroom strategies and behaviors on specific categories of students										
Makes reference to the goal throughout the lesson and may use a scale or rubric MDQ 1.2 The teacher facilitates tracking of student progress on one or more learning goals using a formative approach to assessment Teacher Helps students track their individual progress on the learning goal Uses formal/informal means to assign scores to students (class) on scale or rubric MDQ 1.3 The teacher provides students with recognition of their current status and their knowledge gain relative to the learning goal Teacher Acknowledges students who have achieved a certain score; made gains in knowledge/skill Celebrates success with a show of hands, certification of success, notify parent, applause MD3.51 The teacher determines how effective a lesson or unit of instruction was in terms of enhancing student achievement & identifies causes of success or difficulty Teacher Gathers and keeps records of his or her evaluations of individual lessons/units Explains the strengths and weaknesses of specific units/lessons MD3.52 The teacher determines the effectiveness of specific instructional strategies regarding the achievement of subgroups of students and identifies reasons for discrepancies Teacher Gathers/keeps evidence of the effects of specific classroom strategies and behaviors on specific categories of students MD3.52 The teacher determines the effects of specific classroom strategies and behaviors on specific categories of students	_	ar statement of	f knowledge/inforn	nation, not an act	ivity or	Can explain the levels of performance articulated in the scale or rubric				
Teacher Helps students track their individual progress on the learning goal Uses formal/informal means to assign scores to students (class) on scale or rubric MDQ 1.3 The teacher provides students with recognition of their current status and their knowledge gain relative to the learning goal MDQ 1.3 The teacher provides students with recognition of their current status and their knowledge gain relative to the learning goal Student Student Student Student Student Student Acknowledges students who have achieved a certain score; made gains in knowledge/skill Celebrates success with a show of hands, certification of success, notify parent, applause MD3.51 The teacher determines how effective a lesson or unit of instruction was in terms of enhancing student achievement & identifies causes of success or difficulty Teacher Gathers and keeps records of his or her evaluations of individual lessons/units Explains the strengths and weaknesses of specific units/lessons MD3.52 The teacher determines the effectiveness of specific instructional strategies regarding the achievement of subgroups of students and identifies reasons for discrepancies Teacher Gathers/keeps evidence of the effects of specific classroom strategies and behaviors on specific categories of students	•									
Teacher Helps students track their individual progress on the learning goal Uses formal/informal means to assign scores to students (class) on scale or rubric MDQ 1.3 The teacher provides students with recognition of their Carn describe their status on the learning goal Systematically updates their status on the learning goal Student Student Student (Can describe their status on the learning goal Student (Student status on the learning goal) Student S	Makes reference to the			•						
Helps students track their individual progress on the learning goal Uses formal/informal means to assign scores to students (class) on scale or rubric MDQ 1.3 The teacher provides students with recognition of their Teacher Acknowledges students who have achieved a certain score; made gains in knowledge/skill Celebrates success with a show of hands, certification of success, notify parent, applause MD3.51 The teacher determines how effective a lesson or unit of instruction was in terms of enhancing student achievement & identifies causes of success or difficulty Teacher Gathers and keeps records of his or her evaluations of individual lessons/units Explains the strengths and weaknesses of specific units/lessons MD3.52 The teacher determines the effectiveness of specific instructional strategies rearding the achievement of subgroups of students and identifies reasons for discrepancies Teacher Gathers/keeps evidence of the effects of specific classroom strategies and behaviors on specific categories of students Teacher Gathers/keeps evidence of students		MDQ 1.2 Th	ne teacher facilitat	es tracking of stu	dent progress on o					
Uses formal/informal means to assign scores to students (class) on scale or rubric MDQ 1.3 The teacher provides students with recognition of their Teacher Acknowledges students who have achieved a certain score; made gains in knowledge/skill Celebrates success with a show of hands, certification of success, notify parent, applause MD3.51 The teacher determines how effective a lesson or unit of instruction was in terms of enhancing student achievement & identifies causes of success or difficulty Teacher Gathers and keeps records of his or her evaluations of individual lessons/units Explains the strengths and weaknesses of specific units/lessons MD3.52 The teacher determines the effectiveness of specific instructional strategies resarding the achievement of subgroups of students and identifies reasons for discrepancies Teacher Gathers/keeps evidence of the effects of specific classroom strategies and behaviors on specific categories of students Teacher Gathers/keeps evidence of students Teacher Gathers/keeps evidence of students Teacher Gathers/keeps evidence of students			.1. 1							
Teacher Students who have achieved a certain score; made gains in knowledge/skill Celebrates success with a show of hands, certification of success, notify parent, applause MD3.51 The teacher determines how effective a lesson or unit of instruction was in terms of enhancing student achievement & identifies causes of success or difficulty Teacher Explains the strengths and weaknesses of specific units/lessons MD3.52 The teacher determines the effectiveness of specific instructional strategies reserving service for the effects of specific classroom strategies and behaviors on specific categories of students MD3.52 The teacher of the effects of specific classroom strategies and behaviors on specific categories of students										
Teacher Acknowledges students who have achieved a certain score; made gains in knowledge/skill Celebrates success with a show of hands, certification of success, notify parent, applause MD3.51 The teacher determines how effective a lesson or unit of instruction was in terms of enhancing student achievement & identifies causes of success or difficulty Teacher Gathers and keeps records of his or her evaluations of individual lessons/units Explains the strengths and weaknesses of specific units/lessons MD3.52 The teacher determines the effectiveness of specific instructional strategies regarding the achievement of subgroups of students and identifies reasons for discrepancies Teacher Gathers/keeps evidence of the effects of specific classroom strategies and behaviors on specific categories of students	Uses formal/informal n									
Acknowledges students who have achieved a certain score; made gains in knowledge/skill Celebrates success with a show of hands, certification of success, notify parent, applause MD3.51 The teacher determines how effective a lesson or unit of instruction was in terms of enhancing student achievement & identifies causes of success or difficulty Teacher Gathers and keeps records of his or her evaluations of individual lessons/units Explains the strengths and weaknesses of specific units/lessons MD3.52 The teacher determines the effectiveness of specific instructional strategies regarding the achievement of subgroups of students and identifies reasons for discrepancies Teacher Gathers/keeps evidence of the effects of specific classroom strategies and behaviors on specific categories of students		MDQ 1.3 Th	ne teacher provide	s students with re	ecognition of their		ir knowledge gain relative t	to the learning goal		
Celebrates success with a show of hands, certification of success, notify parent, applause MD3.51 The teacher determines how effective a lesson or unit of instruction was in terms of enhancing student achievement & identifies causes of success or difficulty Teacher Gathers and keeps records of his or her evaluations of individual lessons/units Explains the strengths and weaknesses of specific units/lessons MD3.52 The teacher determines the effectiveness of specific instructional strategies regarding the achievement of subgroups of students and identifies reasons for discrepancies Teacher Gathers/keeps evidence of the effects of specific classroom strategies and behaviors on specific categories of students Say they want to continue making progress Explains the continue making progress Explains the alignment of the assessment tasks and the learning goals Explains the alignment of subgroups of students and identifies reasons for discrepancies										
MD3.51 The teacher determines how effective a lesson or unit of instruction was in terms of enhancing student achievement & identifies causes of success or difficulty Teacher Gathers and keeps records of his or her evaluations of individual lessons/units Explains the strengths and weaknesses of specific units/lessons MD3.52 The teacher determines the effectiveness of specific instructional strategies regarding the achievement of subgroups of students and identifies reasons for discrepancies Teacher Gathers/keeps evidence of the effects of specific classroom strategies and behaviors on specific categories of students Teacher Gathers/keeps evidence of students										
Teacher Gathers and keeps records of his or her evaluations of individual lessons/units Explains the strengths and weaknesses of specific units/lessons MD3.52 The teacher determines the effectiveness of specific instructional strategies regarding the achievement of subgroups of students and identifies reasons for discrepancies Teacher Gathers/keeps evidence of the effects of specific classroom strategies and behaviors on specific categories of students Explains the alignment of the assessment tasks and the learning goals Explains the alignment of the assessment tasks and the learning goals Explains the alignment of the assessment tasks and the learning goals										
Gathers and keeps records of his or her evaluations of individual lessons/units Explains the strengths and weaknesses of specific units/lessons MD3.52 The teacher determines the effectiveness of specific instructional strategies regarding the achievement of subgroups of students and identifies reasons for discrepancies Teacher Gathers/keeps evidence of the effects of specific classroom strategies and behaviors on specific categories of students		eacher determ	imes now effective	a lesson or unit	of instruction was			-		
Explains the strengths and weaknesses of specific units/lessons MD3.52 The teacher determines the effectiveness of specific instructional strategies regarding the achievement of subgroups of students and identifies reasons for discrepancies Teacher Gathers/keeps evidence of the effects of specific classroom strategies and behaviors on specific categories of students		ords of his or ha	or avaluations of in-	dividual loccoss/:	nite	explains the alignme	it of the assessment tasks a	ind the learning goals		
MD3.52 The teacher determines the effectiveness of specific instructional strategies regarding the achievement of subgroups of students and identifies reasons for discrepancies Teacher Gathers/keeps evidence of the effects of specific classroom strategies and behaviors on specific categories of students	•				IIICS					
Teacher Gathers/keeps evidence of the effects of specific classroom strategies and behaviors on specific categories of students					ional strategies re	arding the achieveme	nt of subgroups of student	s and identifies reasons for discrenancies		
Gathers/keeps evidence of the effects of specific classroom strategies and behaviors on specific categories of students		er determines	the effectiveness t	or specific mistract	ional strategies re		int or subgroups or student	s and identifies reasons for discrepancies		
specific categories of students		e of the effects	of specific classroo	nm strategies and	hehaviors on					
· · · · ·			o. specific classifor	strategies and	22.141.013.011					
			causes of success of	or difficulty						

Teacher Growth Guide 7.6 – Marzano Strategies

Standard 7: Student Assessment and Data Analysis

Quality Indicator 6: Collaborative data analysis

En	nerging		Deve	Profi	cient	Distinguished		
7E6) The emerging te	acher		7D6) The developing	teacher also	7P6) The proficient	teacher also	7S6) The distinguished teacher also	
0 0	Works in teams to share and analyze data to measure accomplishment of curricular goals to inform grade-department level and/or school-wide decisions.			Helps to establish, maintain and/or participate in professional learning communities to share Acts in a leadership position working in teams to share a data to measure accomplish				
Score = 0	1	2	3	4	5	6	7	
Not Using	Begi	nning	Deve	loping	Appl	ying	Innovating	
Strategy is called for	Strategy is o	lone	Strategy is done corr	done correctly Strategy is done correctly and its			Adapts/creates new strategies for unique	
but not exhibited	incorrectly of	or with parts			impact/effectiveness monitored student needs/situations			
	missing							
	MDQ 1.2 Th	e teacher facil	itates tracking of stude			using a formative ap	proach to assessment	
Teacher					Student			
Helps students track t					Can describe their status relative to the learning goal using the rubric or scale			
		•	udents (class) on scale		Systematically update			
MD3.51 The te	acher determ	ines how effec	tive a lesson or unit of	instruction was in ter	ms of enhancing stud	ent achievement & i	dentifies causes of success or difficulty	
Teacher								
•			s of individual lessons/	units/				
Explains the strengths		•						
Explains the alignmen								
	r determines t	he effectivene	ess of specific instruction	onal strategies regardi	ng the achievement o	f subgroups of stude	ents and identifies reasons for discrepancies	
Teacher								
•		cts of specific o	lassroom strategies an	d behaviors on				
specific categories of								
Provides a written and	alysis on speci	fic causes of su	ccess or difficulty					

Teacher Growth Guide 8.1 – Marzano Strategies

Standard 8: Professionalism

The teacher is a reflective practitioner who continually assesses the effects of choices and actions on others. The teacher actively seeks out opportunities to grow professionally in order to improve learning for all students.

Quality Indicator 1: Self-assessment and improvement

	Emerging		Deve	Proficient Distinguished			
8E1) The emerging	g teacher		8D1) The developing	g teacher also	8P1) The proficie	nt teacher also	8S1) The distinguished teacher also
Generally uses self-assessment and problem-solving strategies to reflect on practice in order to influence students' growth and learning		Consistently engages in reflective practice and consistently applies this to his/her instructional process and to modify future instruction		Continuously engages in a variety of self-assessment and problem-solving strategies which have implications for student growth and learning, within the classroom and the larger school environment.		Models and/or serves as a mentor, in how to engage in reflective practice and in the use of, policies about, and training for using assessment data and other sources of information about student performance.	
Score = 0	1	2	3	4	5	6	7
Not Using Strategy is called for but not exhibited		inning ne incorrectly missing	Strategy is done cor	loping rectly	Strategy is done impact/effective	•	Innovating Adapts/creates new strategies for unique student needs/situations
		MD3.50	he teacher identifies	specific strategies and	behaviors on whi	ch to improve from Domai	n 1
Teacher Identifies specific Specifically identif	ies focus areas	for improvement	:	of instruction was in to	rms of onbancing	tudent eshiovement 9 ide	entifies causes of success or difficulty
Teacher	e teacher deter	mines now errec	ctive a lesson or unit c	instruction was in te	rms or ennancing s	student achievement & ide	entines causes of success or difficulty
			s of individual lessons	s/units			
Explains the streng	-	•					
			d the learning goals				
	cher determine	s the effectivene	ess of specific instruct	ional strategies regard	ling the achieveme	nt of subgroups of studen	ts and identifies reasons for discrepancies
specific categories	of students		classroom strategies a				
Provides a written			•	t plan with specific an	d maasuraahla sas	als action stone manages	ple timelines & appropriate resources
Teacher	teather develo	pps a written gro	will allu uevelopmen	t pian with specific an		owth plan and can articulate	
	th nlan outlinin	g measureable g	oals, action steps, time	elines and resources	Describes the gro	wiii pian and can articulati	E progress
Constructs a grow	tri pian outiinin	g measureable g	bais, action steps, time	elines and resources			

MD3.54 The teacher monitors and charts progress toward goals	using established action plans, key milestones and timelines
Teacher	
Outlines a method for charting progress toward established goals supported by evidence	
Can describe progress toward meeting the goals outlined in the plan supported by evidence	
MD4.57 The teacher seeks help and input from colleague	s regarding specific classroom strategies and behaviors
Teacher	Teacher
Keeps track of specific situations during which he/she sought mentorship	Actively seeks help and input from appropriate school personnel to address issues
Actively seeks help and input in PLC meetings	that impact instruction
MD4.58 The teacher provides other teachers with help and in	nput regarding specific classroom strategies and behaviors
Teacher	Teacher
Keeps track of specific situations during which he/she mentored other teachers	Serves as a role model regarding specific classroom strategies and behaviors
Contributes and shares expertise and new ideas with colleagues to enhance learning	Describes situations in which he/she has mentored colleagues

Teacher Growth Guide 8.2 – Marzano Strategies

Standard 8: Professionalism

Quality Indicator 2: Professional learning

Em	nerging		Devel	oping	Pro	oficient	Distinguished
8E2) The emerging tea	acher		8D2) The developing t	teacher also	8P2) The proficie	nt teacher also	8S2) The distinguished teacher also
Is aware of and u for professional l		es available	Applies knowled variety of source students in the c	s to the benefit of	expertise wi	knowledge and th colleagues to earning of students in ssrooms.	Evaluates, procures and creates resources for professional development and actively participates in professional development in the larger professional community.
Score = 0	1	2	3	4	5	6	7
for but not	Begin Strategy is do incorrectly or missing	ne	Develor Strategy is done corre	. •	Ap Strategy is done of impact/effectiver		Innovating Adapts/creates new strategies for unique student needs/situations
		MD3.50 T	he teacher identifies s	pecific strategies and	behaviors on which	n to improve from Dom	ain 1
Teacher Gathers and keeps rec Explains the strengths Explains the alignmen	focus areas for acher determi cords of his or and weakness t of the assess	improvement nes how effect her evaluation ses of specific ment tasks and	tive a lesson or unit of s of individual lessons/u units/lessons d the learning goals	units			dentifies causes of success or difficulty
Teacher	determines t	ne errectivene	ss or specific instructio	mai strategies regardi			uses of success or difficulty
		ts of specific c	lassroom strategies and	d behaviors on	riovides a writte	n analysis on specific ca	uses of success of unificulty
MD3.53 The tea	cher develops	a written gro	wth and development	plan with specific and	l measureable goals	s, action steps, manage	able timelines & appropriate resources
Teacher Constructs a growth p Describes the growth	plan and can a	rticulate progi			sing satablished and	bion plane hav mile-te-	
Teacher	19103.34	me teather i	monitors and charts pro	ogiess towaru goals u	_		ne goals outlined in the plan supported by
	charting prog	ress toward es	tablished goals support	ted by evidence	evidence	51 C33 toward meeting ti	te godio oddinied in the plan supported by

Teacher Growth Guide 8.3 – Marzano Strategies

Standard 8: Professionalism

Quality Indicator 3: Professional rights, responsibilities and ethical practices

l	Emerging		Deve	loping	Prof	icient	Distinguished
8E3) The emerging tea	acher		8D3) The developing	ng teacher also	8P3) The proficient to	eacher also	8S3) The distinguished teacher also
behavior by adhe	rofessionalism and ering to the code m practices to dis edures.	of conduct and	and ensures th	m in all situations nat classroom n to district policies			Influences the framing, revision and advocating of policies and procedures that promotes ethical and professional behavior of all educators.
Score = 0	1	2	3	4	5	6	7
Not Using	Begir	nning	Deve	loping	Арр	lying	Innovating
Strategy is called for	Strategy is done	e incorrectly or	Strategy is done co	rrectly	Strategy is done corr	ectly and its	Adapts/creates new strategies for
but not exhibited	with parts miss	ing			impact/effectiveness	monitored	unique student needs/situations
	MD4.58	The teacher pr	ovides other teacher	s with help and inp	ut regarding specific cla	ssroom strategies and	behaviors
Teacher					Teacher		
Keeps track of specific	situations during	g which he/she n	nentored other teach	ners	Serves as a role model i	egarding specific classr	oom strategies and behaviors
Contributes and share	es expertise and n	ew ideas with co	olleagues to enhance	learning	Describes situations in v	which he/she has ment	ored colleagues
MD4	.60 The teacher	is aware of the o	district's and school's	s initiatives and par	ticipates in them in acco	ordance with his or her	talents and availability
Teacher	<u> </u>	<u> </u>			Teacher		
Participates in school	activities and eve	nts as appropria	te to support studen	ts & families			
Serves on school/disti	rict committees a	nd participates i	n PD opportunities				
Works to achieve scho	ool and district im	provement goal	S				

Teacher Growth Guide 9.1 – Marzano Strategies

Standard 9: Professional Collaboration

The teacher has effective working relationships with students, parents, school colleagues, and community members.

Quality Indicator 1: Induction and collegial activities

E	merging		Developing		Profic	ient	Distinguished
9E1) The emerging	teacher		9D1) The developing teacher al	so	9P1) The proficient tea	icher also	9S1) The distinguished teacher also
Engages in sup mission, value curriculum and works with the strengthen rel and communit	s and goals, pa d staff develor eir trained me ationships in t	articipates in oment, and onto to	Contributes to achieving the vision, values and goals, in monitoring and evaluating toward these goals, and ot improvement efforts.	cluding progress		the school, district nd contributes and and expertise in the collective	Informally (or formally as a mentor) is available as a resource to colleagues in the school and/or district in achieving a shared mission, vision, values and goals and relationship building efforts through collegial activities and the induction process.
Score = 0	1	2	3	4	5	6	7
Not Using	Beg	inning	Developing		Apply	ring	Innovating
Strategy is called	Strategy is o	lone	Strategy is done correctly		Strategy is done correct	ctly and its	Adapts/creates new strategies for unique
for but not	incorrectly of	or with parts			impact/effectiveness n	nonitored	student needs/situations
exhibited	missing						
		MD4.58 The t	eacher provides other teachers v	with help and in	put regarding specific cla	assroom strategies ar	nd behaviors
Teacher					Teacher		
			e/she mentored other teachers				ssroom strategies and behaviors
Contributes and sha	ares expertise		with colleagues to enhance learn		Describes situations in		
		MD4	.59 The teacher is aware of the o	district's and sch	ool's rules and procedur	res and adheres to th	em
Teacher					Teacher		
_			egulations, and procedures		Understands legal issu	es related to students	and families and demonstrates personal
Maintains accurate	records and f	ulfills responsik	pilities in a timely manner		integrity		
	MD4.60 The	teacher is awa	re of the district's and school's in	nitiatives and pa	rticipates in them in acc	ordance with his or h	er talents and availability
Teacher					Teacher		
Participates in scho	ol activities ar	nd events as ap	propriate to support students & f	families			
Serves on school/d	istrict commit	tees and partic	ipates in PD opportunities				
Works to achieve s	chool and dist	rict improveme	ent goals				

Teacher Growth Guide 9.2 – Marzano Strategies

Standard 9: Professional Collaboration

Quality Indicator 2: Collaborating to meet student needs

Em	erging		Dev	eloping	Profic	ient	Distinguished
9E2) The emerging teache	er		9D2) The develo	oping teacher	9P2) The proficient tead	ther also	9S2) The distinguished teacher also
			also				
Identifies ways to wo	ork with others a	cross the			Consistently works	with colleagues	Is capable of taking a leadership
system to provide ne	eded services to	support	Works with	h colleagues and	and administrators	to develop	role or serving as an informal
individual learners.			administra	tors at the school	strategic, school-b	ased systems to	resource in working with the larger
			level and in	n the larger	address student ne	eds and assists in	professional community in how to
			profession	al community to	monitoring the eff	ectiveness of those	work with others across the
			develop st	rategic, school-	systems.		system to identify and provide
			based syste	ems to address			needed services to support
			student ne	eds.			individual learners.
Score = 0	1	2	3	4	5	6	7
Not Using	Begin	ning	Dev	eloping	Apply	ing	Innovating
Strategy is called for but	Strategy is dor	ne incorrectly	Strategy is done	e correctly	Strategy is done correct	ly and its	Adapts/creates new strategies for
not exhibited	or with parts r	nissing			impact/effectiveness m	onitored	unique student needs/situations
	MD4.55	The teacher i	nteracts with oth	er teachers in a pos	itive manner to promote	and support student	learning
Teacher					Teacher		
Works cooperatively with	appropriate sch	ool personnel	to address issues	impact learning	Accesses available expe	rtise and resources to	support student learning needs
Establishes working relati	onships that der	monstrate integ	grity, confidentiali	ity, respect,	Describes positive inter	actions with colleague	es to promote and support student
flexibility, fairness and tru	ıst				learning		
					Describes situations wh	ere negative conserva	tions of other teachers have been
					extinguished		
	The teacher in	teracts with stu	udents and paren	ts in a positive man	ner to foster learning and	promote positive ho	me/school relationships
Teacher					Teacher		
Fosters collaborative part					Uses multiple means an		
demonstrate integrity, co	nfidentiality, res	pect, flexibility	, fairness and trus	st			and/or clarification promptly
Ensures consistent and tir	nely communica	ition with pare	nts regarding exp	ectations &	· ·	•	dent/family information
progress					Demonstrates awarene	ss and sensitivity to so	ocial, cultural and language background
Encourages parent involve							
	MD4.58 T	he teacher pro	vides other teach	ers with help and in	put regarding specific cla	ssroom strategies and	l behaviors
Teacher					Teacher		
Keeps track of specific situ	_						sroom strategies and behaviors
Contributes and shares ex	pertise and new	ideas with col	leagues to enhan-	ce learning	Describes situations in v	which he/she has mer	tored colleagues

Teacher Growth Guide 9.3 – Marzano Strategies

Standard 9: Professional Collaboration

Quality Indicator 3: Cooperative partnerships in support of student learning

E	merging		Deve	loping		Prof	icient	Distinguished
9E3) The emerging teacher	·		9D3) The developing	ng teacher a	also	9P3) The proficie	nt teacher also	9S3) The distinguished teacher also
Develops relationship partnerships with stu students' learning and	dents and families	•	With colleagu cultivates new students, fam members to s learning and v	v partnersh illies and co support stud	ips with mmunity	colleagues a at the schoo to develop, r further partr students, far community r		Takes an active leadership role or serve as an informal resource at the school and district level in developing partnerships with students, families and community members to support students' learning and wellbeing.
Score = 0	1	2	3	4	4	5	6	7
Not Using	Begi	nning	Deve	loping		App	olying	Innovating
Strategy is called for but	Strategy is done	incorrectly or	Strategy is done co	orrectly		Strategy is done of	correctly and its	Adapts/creates new strategies for
not exhibited	with parts missi	ng				impact/effectiver	ness monitored	unique student needs/situations
	MD4.55 Th	e teacher interac	cts with other teache	ers in a pos	itive mann	er to promote and	support student lea	rning
Teacher Works cooperatively with a Establishes working relation flexibility, fairness and trus	nships that demon			_	Describe learning	es positive interactions situations where	ons with colleagues t	upport student learning needs to promote and support student ons of other teachers have been
MD4.56	The teacher intera	cts with students	and parents in a po	sitive man	ner to fost	er learning and pro	mote positive home	e/school relationships
Teacher Fosters collaborative partr demonstrate integrity, cor Ensures consistent and tim progress Encourages parent involve	fidentiality, respectely communication	t, flexibility, fairne n with parents reg	ess and trust garding expectations		Respond	ls to requests for su	• • •	nicate with families d/or clarification promptly nt/family information
Demonstrates awareness a				ıds				



Research and Proven Practices of Dr. John Hattie

MISSOURI'S EDUCATOR EVALUATION SYSTEM

Introduction to the research of John Hattie

John Hattie is a Professor of Education and Director of the Visible Learning Labs, University of Auckland, New Zealand. He has piloted more than 30 million dollars in research grants, has published over 350 articles, 300 conference papers, twelve books and supervised close to 200 thesis students. As creator of asTTle (Assessment Tools for Teaching and Learning) and Director of the Visible Learning Laboratories, Dr. Hattie is recognized and highly regarded worldwide for his research in education, including the field of assessment and evaluation. His book, *Visible Learning: A Synthesis of Over 800 Meta-Analyses on Achievement* has attracted considerable attention across the professional educator world.

Visible Learning is the result of 15 years of research into the influences on achievement in school-aged students. Dr. Hattie's meta-analysis of more than 800 meta-analyses has been recognized as a singular landmark in educational research and the single largest assembly of research in the world, which lead to the development of the Visible Learning concept. Dr. Hattie's study aggregated, correlated and ranked those factors that most improved learning outcomes. Meta-analysis showed that feedback, followed by a student's prior cognitive ability and the trust built by teachers with their students, as the most important factors in effective learning.

A crosswalk is provided here linking Missouri's Teacher Standards and Quality Indicators to the influences articulated in the research of John Hattie. In addition, a quick reference document is provided which articulates rankings of aligned quality indicators. This might provide suggestion as to which of Missouri's Quality Indicators for the teacher could potentially provide greater impact on student achievement.

Hattie, J. (2009). Visible learning: A synthesis of over 800 meta-analyses relating to achievement. New York: Routledge.

Hattie:	Visible Learning	3															Λ	10	Sta	nda	rds/	'Indi	cat	ors	5													
D 1/50	. 6:		1 2 3 4 5 1 2 3 4 5 6 1 1 1 1 3 4 2 1 4 4 2 1 3 1 1 1 4 3 2 1 1 1 2 2 2 2 3 1 1 1 1 2 2 14/32 34/61 56% 1 1 1 1 1 2 5												S	ST 3			ST 4			ST 5			ST	6				S	Т 7				ST 8		9	ST 9
Rank/Effec	ct Size	Impact	1	2	3	4	5	1	2	3	4	5	5	6	1	2	3	1	2	3	1	2	3	1	2	3	4	1	2	3	4	5	6	1	2	3	1	2
# which rank 1 – 5	d = 0.88 - 1.44		1	1		1		3	4	2	1	4	ı		1	2	2	1			1	1	:	1		2		2	4	4	2	2	2	3	1		1	
# which rank 6 - 10	d = 0.73 - 0.80	-	4	2	1	3	1		1	4		3	3		2	1	3			1	1	2	:	1		1	1	2		1	1	1						
# which rank 11 - 14	d = 0.67 - 0.72	Excellent		2				1	1	2	2	2	2 :	2		1	1			1	1	1	2		1													
# which rank 15 - 25	d = 0.60 - 0.66			3		1		1	1	2		2	2												1	1		1	1	1								
																3/15 37%			3/9 33%			/13 59%		ı	9/1						1/35 9%				4/6 67%			3/5 50%
# which rank 26 - 33	d = 0.57 - 0.59		1					1	1	1		2	2		1					1											1							
# which rank 34 - 45	d = 0.51 - 0.56	Above		1		1					1	2	2	5			1	1		3	1	1	1		3	1				2			1	1	1		1	
# which rank 46 - 56	d = 0.44 - 0.50	Average		1		1		1	1	1		2	2								1					1		1	1	1	1							
# which rank 57 - 61	d = 0.41 - 0.43			1		1												1					:	1														
					7/32 22%						/61 0%	1				2/15 L3%			6/9 67%			/13 16%			6/1 32						/35	ı			2/6 33%			3/5 50%
# which rank 62 - 88	d = 0.20 - 0.40	Average	1	3	1		1	2	1	4		1	ι :	1		1			3			3	:	1	1	1	3	1	1		1							
					6/32 19%	•			•		/61 5%					/15 7%			3/9 23%			/13			6/1 32						/35 9%		•		0/6 0%			0/5 0%
Total Hattie Ir	nfluences per Ind	icator	7	14	2	8	2	9	10	16	4	18	8	8	4	5	7	3	3	6	5	7	5 4	4	6	6	4	7	7	9	6	3	3	4	2	0	2	0
Total Hattie Inf	luences per Stan	dard/%			7/20					-	/201					/20)1		2/20			/201			21/2					-	/20	1		6	/20		_	/201
		•			13%					3	0%				8	8%			4%			5%			10	%				1	7%				3%			3%

Ha	attie: Visible Learning														N	10 :	Star	nda	rds,	/Inc	dica	tor	s														
				ST	1				S	T 2				S	Т 3			ST 4	4		ST	5		S	T 6	5			S	T 7	,		9	ST 8	3	ST	9
Title	Description	1	2	3	4	5	1	2	3	4	5	6	;	1	2	3	1	2	3	1	2	3	3	1 2	2	3	4	1	2 3	3 4	1 5	6	1	2	3	1	2 3
Self-reported grades (d=1.44)	Students knowledgeable about their chance of success; awareness of what they know about a subject and how they will likely perform							х																				;	х >	ĸ							
Piagetian Programs (d=1.28)	Students knowing the ways in which they think and how it is constrained by their stages of development (sensorimotor stage, preoperational stage, concrete operational stage and formal operational stage)				х		x	x	x		x	{			x														,	ĸ							
Students prior cognitive ability (d=1.04)	Student understanding of their level of achievement and self-reported grades (includes: IQ and similar measures)						x	x			x	1			x											x		1	x ,	ĸ							
Instructional Quality (d=1.00)	Teachers ability to identify essential representations of the subject; guide learning through classroom interactions; monitor learning and provide feedback; attend to affective attributes; and influence student outcomes; Includes students view of the teaching quality.	x	x						х		×	ζ.		x			x			x	x			x				x :	×	,	к ж		x				
Providing Formative Evaluation (d=0.90)	Feedback on teacher performance; willingness to see negative evidence; students telling teachers how much/well they have learned						x	x			x	:				x										x		x :	x ,	k	x x	x	x				
Micro Teaching (d=0.88)	Conducting mini-lessons and engaging in discussions about the lesson; often involves video-taping									x						x)	(х	x	х		x	
Instructional Quantity (d=.84)	The time (hours) in which the student is actively taught								x							x					х																

				ST	1				S	۲2				ST 3	3		ST 4	4		ST 5	5		ST	6			S	T 7			S	Т 8		ST	9
Title	Description	1	2	3	4	5	1	2	3	4	5	6	1	2	3	1	2	3	1	2	3	1	2	3	4	1	2	3 4	5	6	1	2	3	1 2	2 3
Direct Instruction (d=0.82)	Active learning in class. Seven steps include: Define learning intentions; aware of and know success criteria of performance; building commitment and engagement in the learning task; presentation of the lesson; guided practice (work is marked and	x	x		x				x		x				x				x	x						x									
Comprehensive Interventions for LDS	corrective work); closure; and independent practice Combine direct instruction with strategy instruction with extended, deliberate practice; emphasis on	x	x	х	x	x		x	x		x		х		х																		-		
(d=0.77) Teacher Clarity (d=0.75)	meta-cognition Important for the teacher to communicate the intention of the lesson and the notion of what success means for these intentions	х							x		х		х									х				х			x						
Reciprocal Teaching (d=0.74)	Teaching cognitive strategies intended to lead to improved learning outcomes. Emphasis on teachers enabling students to learn and use strategies such as summarizing, questioning, clarifying, and predicting. Dialogue between teacher and students around text. Students take turns as teacher and lead dialogue to bring meaning to written word with assistance to learn to monitor their own learning and thinking.	х			х													x						x	x		3	ĸ							
Acceleration (d=0.72)	Very bright students (gifted) being accelerated through curricula													х	х																				

				ST :	1				S	Г2				ST 3	3		ST	4		ST !	5		ST	6			S	T 7			S	Т 8		ST	9
Title	Description	1	2	3	4	5	1	2	3	4	5	6	1	2	3	1	2	3	1	2	3	1	2	3	4	1	2 3	3 4	5	6	1	2	3	1 2	2 3
Teacher- Student relationships (d=0.72)	Interestingly, "when students, parents, teachers and principals were asked about what influences student achievement, all BUT the teachers emphasized the relationships between the teachers and the students." "Building relationships implies agency, efficacy, respect by the teacher for what the student brings to the class (from home, culture, and peers) and recognition of the life of the student." Facilitate student development by demonstrating that they care for the learning of each as a person						х	х		х	х	х									х		x												х
Classroom Behavioral (d=0.71)	Enforce specific and reasonable set of classroom rules increasing student control over himself/herself									х		х						x	x	х	х														×
Spaced vs. Mass practice (d=0.71)	Frequency of different learning opportunities; three to four exposures to learning over several days before learning occurs. Spacing the practice of skills over a long period of time.		x						х																										
Meta-cognitive strategies (d=0.69)	Thinking about thinking; plan how to approach a given learning task; evaluate progress; monitor comprehension. Self-questioning is an example.		х						х		х																								

Title	December 1			ST :	L				S	Γ2				ST 3	3		ST	4		ST !	5		ST	6			S	T 7	,		S.	Т8		ST :	9
litte	Description	1	2	3	4	5	1	2	3	4	5	6	1	2	3	1	2	3	1	2	3	1	2	3	4	1	2 3	3 4	4 5	6	1	2	3 1	L 2	3
Remediation Feedback (d=0.65)	Diagnosing what students find difficult and getting students to fix it; improving performance on an assessment (feed forward)		x					х			х												x			х	x	x 2	×						
Self- verbalization / self- questioning (d=0.64)	Provides assistance in searching for needed information and increased understanding of the messages of the material to be learned. The internal dialogue of the learner is made verbal.		х		х				х		x													x											
Concept Mapping (d=0.60)	Involves development of graphical representations of the conceptual structure of content to be learned. Importance of concept mapping is in its emphasis on summarizing main ideas in what is to be learned. Assists in synthesizing and identifying major ideas, themes, and interrelationships.		x				x		x																										
Cooperative vs. Individualistic Learning (d= 0.59)	Most powerful when students have acquired sufficient background knowledge to be involved in discussion and learning w/peers. Most useful when learning concepts, verbal problemsolving, spatial problem-solving, retention and memory. Effects increase with age.																	x																	
Study Skills (d=0.59)	Develop task-related skills (note taking, summarizing); self-management learning skills (planning, monitoring, tactics, strategies); and non-cognitive features of learning like motivation/self-concept						x	x			x																								

Tial -	Description.			ST	1				S	T 2				ST	3		S	T 4			ST 5	5		ST	6				ST	7			ST	۲8		ST	9
Title	Description	1	2	3	4	5	1	2	3	4	5	6	1	. 2		3	1	2	3	1	2	3	1	2	3	4	1	2	3	4	5	6	1	2 3	3 1	. 2	3
Providing Worked Examples (d=0.57)	A form of demonstrating to students what success looks like; typically consist of a problem statement and the appropriate steps to a solution. Three steps: introductory phase, acquisition/training phase, test phase (assess learning). Reduces cognitive load for students such that they concentrate on the processes that lead to the correct answer and not just providing an answer.	х							х		x		х	(
Peer tutoring (d=0.55)	Students teaching each other (peer-explaining, peer-checking, peer-assessing); students move to being teachers of themselves											х							x										x								
Class environment (cohesion) (d=0.53)	Positive classroom climate; the sense that the teacher and the students are working toward positive learning gains									x	x	х							x	x		x		x					x								х
Peer effects (d=0.53)	Helping, tutoring, providing friendship, giving feedback, increasing the feeling as school is a place they want to come											x							х			х			x												
Challenge of Goals (d=0.52)	Students being given challenging yet achievable learning goals; teachers set challenging rather than "do your best:		x		x						х						x																				

	5			ST 1	L				S	Т 2				ST	3		ST	4		ST 5	5		ST (6			S	T 7			ST	8		ST	9
Title	Description	1	2	3	4	5	1	2	3	4	5	6	1	2	3	1	2	3	1	2	3	1	2	3	4	1	2 3	3 4	5	6	1	2	3 1	1 2	3
Home Factors (d=0.52)	Includes issues such as social class, help with homework, extent to which the learner's education is thought to be important; includes measures of the sociopsychological environment and intellectual stimulation in the home. Most highly correlated factors with achievement were maternal involvement, variety and play materials.											x									x		x												
Parent Involvement (d=0.51)	Parent aspirations were the most important influence on student achievement whereas external rewards, homework surveillance, negative control and restrictions for unsatisfactory grades. Overall the higher hopes/expectations of parents the greater the students' academic achievement.											x									x		x												х
Professional Development on student achievement (d=0.51)	Research re: PD seems to focus more on changes in teachers rather than impact on student outcomes. PD likely to change teacher learning but has less effect on teacher behavior. PD in science has highest effects on student outcomes (0.94) then writing (0.88). Seven themes re: what works best in PD were advocated as a result of 72 studies.														х															×	x	x	,	×	

Title	Description			ST :	L				S	T 2	2			9	T 3			ST 4	1		ST !	5		ST	6				ST	7			ST	8	5	ST 9)
litte	Description	1	2	3	4	5	1	2	3	4	4 !	5	6	1	2	3	1	2	3	1	2	3	1	2	3	4	1	2	3	4	5	6	1 2	2 3	1	2	3
Mastery Learning (d=0.50)	Tests and retests of easy material; high pass mark; extra work and retest for those who do not pass or on weak material; numerous feedback loops based on small units of well-defined appropriately sequenced outcomes		x		х				x		3	x															x			x							
Student disposition to learn (d=0.48)	Student motivation; students feeling in control of their learning experience; removing demotivators						x	x			3	x								x								x	x								
Questioning (d=0.41)	Most effective questions are high order "why, how and which is best" questions that cause students to really think; they need to be given time and do better in pairs than alone; important to analyze the questions students ask, too		х		х												x						x														
Advance organizers (d=0.37)	Bridging from previous knowledge to whatever is to be learned; linking old and new information; summary of material in advance and is referred back to often		х				x		x																												
Bilingual programs (d=0.37)	Two languages are used as a medium of instruction rather than immersion programs where students are instructed in one												x										x	x	х												

Title	Description			ST	1					ST	2				ST 3	3		ST	4		S	T 5			ST	6				ST :	7			ST	8	9	ST 9	,
litte	Description	1	2	3	4	5	5	1	2	3	4	5	6	1	2	3	1	2	2 3	1	ı	2	3	1	2	3	4	1	2	3	4	5 6	5 1	2	3	1	2	3
Computer- assisted instruction (d=0.37)	Effects for this are gradually rising as instruction becomes more interactive, engaging and better designed; use of computers are more effective when there is a diversity of teaching strategies; teacher is pre-trained; multiple opportunities for learning; student is in control of learning; peer learning is optimized									x								к	•			x					x											
Simulations and games (d=0.33)	Using a model or game to engage students in learning									x								х	٢			x					х											
Instructional media (d=0.30)	Using state of the art visuals; media									x								х	c			х					x											
Testing (d=0.30)	Testing by itself is not as effective as remediation / feedback where the test is used to find what the student needs to improve and they then do corrective work; should provide feedback to teacher to be really effective		x					×	x			x			x													x	x		x							

Tialo	Description			ST :	1				S	Г2				S	Т 3			ST 4	1		ST !	5		ST	6			S	T 7			S	T 8		ST	9
Title	Description	1	2	3	4	5	1	2	3	4	5	6	5	1	2	3	1	2	3	1	2	3	1	2	3	4	1	2 3	4	5	6	1	2	3	1	2 3
Homework (d=0.29) (Elem .15) (HS .64)	Involves "tasks assigned to students by teachers that are meant to be carried out during non-school hours." Effects twice as large for high as for junior high, and twice as large again for junior high as for elementary. Smallest effects in math. Largest in science and social studies with English in the middle. Effects greater for higher than lower ability students. Homework for some reinforces that they cannot learn by themselves. Can undermine motivation and internalize incorrect routines and strategies.	х	х	х		х																														

Teacher Growth Guide 1.1 – Hattie Research

Standard 1: Content knowledge aligned with appropriate instruction.

The teacher understands the central concepts, structures, and tools of inquiry of the discipline(s) and creates learning experiences that make these aspects of subject matter meaningful and engaging for students.

Quality Indicator 1: Content knowledge and academic language

E	merging		Devel	oping	Pro	ficient	Distinguished
1E1) The emerging teacher	er		1D1) The developin	g teacher also	1P1) The profici	ent teacher also	1S1) The distinguished
							teacher also
Knows and can demo content knowledge a of academic language	nd communicat	•	Delivers accura learning expe supplemental r	riences using	instructiona	r information into Il units and lessons olid knowledge of	Has mastery of taught subjects and continually infuses new research-
or doddomic idiigaage	•			ademic language		nt concepts of the	based content knowledge
			into learning ac	tivities.	discipline.		into instruction.
Score = 0	1	2	3	4	5	6	7
l e					_		

Instructional Quality (1.00 effect size)

Teachers ability to identify essential representations of the subject; guide learning through classroom interactions; monitor learning and provide feedback; attend to affective attributes; and influence student outcomes; Includes students view of the teaching quality.

Direct Instruction (.82 effect size)

Active learning in class. Seven steps include: Define learning intentions; aware of and know success criteria of performance; building commitment and engagement in the learning task; presentation of the lesson; guided practice (work is marked and corrective work); closure; and independent practice. Students' work is marked in class and they may do corrective work.

Comprehensive Interventions for LDS (.77 effect size)

Combine direct instruction with strategy instruction with extended, deliberate practice; emphasis on meta-cognition

Teacher Clarity (.75 effect size)

Important for the teacher to communicate the intention of the lesson and the notion of what success means for these intentions

Reciprocal Teaching (.74 effective size)

Teaching cognitive strategies intended to lead to improved learning outcomes. Emphasis on teachers enabling students to learn and use strategies such as summarizing, questioning, clarifying, and predicting. Dialogue between teacher and students around text. Students take turns as teacher and lead dialogue to bring meaning to written word with assistance to learn to monitor their own learning and thinking.

Providing Worked Examples (.57 effect size)

A form of demonstrating to students what success looks like; typically consist of a problem statement and the appropriate steps to a solution. Three steps: introductory phase, acquisition/training phase, test phase (assess learning). Reduces cognitive load for students such that they concentrate on the processes that lead to the correct answer and not just providing an answer.

Homework (.29 effect size)

Involves "tasks assigned to students by teachers that are meant to be carried out during non-school hours." Effects twice as large for high as for junior high, and twice as large again for junior high as for elementary. Smallest effects in math. Largest in science and social studies with English in the middle. Effects greater for higher than lower ability students. Homework for some reinforces that they cannot learn by themselves. Can undermine motivation and internalize incorrect routines and strategies.

Growth Guide 1.2 – Hattie Research

Standard 1: Content knowledge, including varied perspectives, aligned with appropriate instruction.

Quality Indicator 2: Student engagement in subject matter

E	merging		Deve	loping	Prof	cient	Distinguished
1E2) The emerging teacher			1D2) The develop	ing teacher also	1P2) The proficien	t teacher also	1S2) The distinguished teacher also
Chooses from multiple so activity in the content.	urces to engage stud	ent interest and	instructiona	ty of differentiated I strategies which r engage students	and advance	engage students each individual rning as evidenced	Moves fluidly between differentiated instructional strategies based on the unique learning needs and situations of the students resulting in deeper student knowledge and understanding in the content area.
Score = 0	1	2	3	4	5	6	7
			Instructional Q	uality (1.00 effect	size)		
Teachers ability to identify affective attributes; and inf			students view of tl	he teaching quality	/.	onitor learning and	d provide feedback; attend to
A				tion (.82 effect size		1 11 11	
learning task; presentation	•	ed practice (work	is marked and cor	rective work); clos	sure; and independ		nmitment and engagement in the
		•		entions for LDS (.7	•		
Combine direct instruction	with strategy instru	uction with extend					
			•	practice (.71 effec	•		
Frequency of different learn period of time.	ning opportunities;	three to four exp	osures to learning	over several days	before learning or	ccurs. Spacing the	practice of skills over a long
			Meta-cognitive st	trategies (.69 effe	ct size)		
Thinking about thinking; pla	n how to approacl	h a given learning	task; evaluate pro	gress; monitor cor	mprehension. Inclu	ides knowledge ab	oout when and how to use
particular strategies for lear	ning or for proble	m-solving. <mark>Self-</mark> qւ	iestioning is ano	ther meta-cognit	ive strategy.		
			Remediation Fe	edback (.65 effect	: size)		
Diagnosing what students fi	ind difficult and ge	tting students to f	ix it; improving pe	rformance on an a	assessment (feed f	orward)	
		Self-	verbalization / sel	f-questioning (.64	l effect size)		
Provides assistance in search is made verbal.	hing for needed in	formation and inc	reased understan	ding of the messag	ges of the material	to be learned. The	e internal dialogue of the learner
			Concept Map	ping (.60 effect si	ze)		
Involves development of gr	aphical representa	tions of the conce				of concept mappin	g is in its emphasis on
summarizing main ideas in							-
		•	_	Goals (.52 effect si		•	
Students being given challe	nging yet achievab	le learning goals;	teachers set challe	enging rather than	"do your best:		

Hattie, John. (2009) Visible Learning: A Synthesis of over 800 meta-analyses relating to Achievement. New York: Routledge.

Mastery Learning (.50 effect size)

Tests and retests of easy material; high pass mark; extra work and retest for those who do not pass or on weak material; numerous feedback loops based on small units of well-defined appropriately sequenced outcomes

Questioning (.41 effect size)

Most effective questions are high order "why, how and which is best" questions that cause students to really think; they need to be given time and do better in pairs than alone; important to analyze the questions students ask, too

Advance Organizers (.37 effect size)

Bridging from previous knowledge to whatever is to be learned; linking old and new information; summary of material in advance that puts some sort of structure to it and is referred back to often

Testing (.30 effect size)

Testing by itself is not as effective as remediation / feedback where the test is used to find what the student needs to improve and they then do corrective work; should provide feedback to teacher to be really effective

Homework (.29 effect size: Elementary .15 effect size; High School .64 effect size)

Positive effect is negatively related to duration; does not help with time management; problem-solving type is less effective due to the need for feedback; Involves "tasks assigned to students by teachers that are meant to be carried out during non-school hours." Effects twice as large for high as for junior high, and twice as large again for junior high as for elementary. Smallest effects in math. Largest in science and social studies with English in the middle. Effects greater for higher than lower ability students. Homework for some reinforces that they cannot learn by themselves. Can undermine motivation and internalize incorrect routines and strategies.

Growth Guide 1.3 – Hattie Research

Standard 1: Content knowledge aligned with appropriate instruction.

Quality Indicator 3: Disciplinary research and inquiry methodologies

	Emerging		Develo	oping	Prof	icient	Distinguished
1E3) The emerging tea	icher		1D3) The developing t	eacher also	1P3) The proficie	nt teacher also	1S3) The distinguished teacher also
Introduces stude research method	nts to various methods ologies.	of inquiry and	Employs student- instructional app capacity for all st methodologies.	• •	students in t inquiry and i	ategies to engage he processes of research pertinent line being taught.	Acquires and shares new knowledge on inquiry and research methodologies that improve student learning.
Score = 0	1	2	3	4	5	6	7
		С	omprehensive Interve	entions for LDS (.77	effect size)	_	
Combine direct instr	ruction with strategy	instruction with ex	tended, deliberate pr	actice; emphasis or	n meta-cognition	_	
	_	Homework (.29	effect size: Elementa	ary .15 effect size;	High School .64 e	effect size)	

Positive effect is negatively related to duration; does not help with time management; problem-solving type is less effective due to the need for feedback; Involves "tasks assigned to students by teachers that are meant to be carried out during non-school hours." Effects twice as large for high as for junior high, and twice as large again for junior high as for elementary. Smallest effects in math. Largest in science and social studies with English in the middle. Effects greater for higher than lower ability students. Homework for some reinforces that they cannot learn by themselves. Can undermine motivation and internalize incorrect routines and strategies.

Growth Guide 1.4 - Hattie Research

Standard 1: Content knowledge aligned with appropriate instruction.

Quality Indicator 4: Interdisciplinary instruction

	Emerging		Devel	oping	Pro	ficient	Distinguished
1E4) The emerging teach	ner		1D4) The developing t	teacher also	1P4) The proficion	ent teacher also	1S4) The distinguished teacher also
Demonstrates the a connections during	ability to make interdi instruction.	sciplinary content	Implements mea interdisciplinary experiences that apply disciplinary	learning require students to	interdiscipli guide stude complexities	d implements nary projects that nts in analyzing the s of an issue or ing perspectives disciplines.	Connects current interdisciplinary themes to their discipline(s) and weaves those themes into meaningful learning experiences through collaboration with students, colleagues, and/or real-world partners.
Score = 0	1	2	3	4	5	6	7
			Piagetian Prog	grams (1.28 effect s	ize)		

Piagetian Programs (1.28 effect size)

Students knowing the ways in which they think and how it is constrained by their stages of development (sensorimotor stage, preoperational stage, concrete operational stage and formal operational stage)

Direct Instruction (.82 effect size)

Active learning in class. Seven steps include: Define learning intentions; aware of and know success criteria of performance; building commitment and engagement in the learning task; presentation of the lesson; guided practice (work is marked and corrective work); closure; and independent practice

Comprehensive Interventions for LDS (.77 effect size)

Combine direct instruction with strategy instruction with extended, deliberate practice; emphasis on meta-cognition

Reciprocal Teaching (.74 effect size)

Teaching cognitive strategies intended to lead to improved learning outcomes. Emphasis on teachers enabling students to learn and use strategies such as summarizing, questioning, clarifying, and predicting. Dialogue between teacher and students around text. Students take turns as teacher and lead dialogue to bring meaning to written word with assistance to learn to monitor their own learning and thinking.

Self-verbalization / self-questioning (.64 effect size)

Provides assistance in searching for needed information and increased understanding of the messages of the material to be learned. The internal dialogue of the learner is made verbal.

Challenge of Goals (.52 effect size)

Students being given challenging yet achievable learning goals; teachers set challenging rather than "do your best:

Mastery Learning (.50 effect size)

tests and retests of easy material; high pass mark; extra work and retest for those who do not pass or on weak material; numerous feedback loops based on small units of well-defined appropriately sequenced outcomes

Questioning (.41 effect size)

Most effective questions are high order "why, how and which is best" questions that cause students to really think; they need to be given time and do better in pairs than alone; important to analyze the questions students ask, too

Growth Guide 1.5 - Hattie Research

Standard 1: Content knowledge aligned with appropriate instruction.

Quality Indicator 5: Diverse social and cultural perspectives

	Emerging		Devel	oping	Prof	icient	Distinguished
1E5) The emerging teache	r		1D5) The developing t	eacher also	1P5) The proficie	nt teacher also	1S5) The distinguished teacher also
Facilitates students' social and cultural pe in lesson design			Designs instruction global perspective national/regiona contributions to, differences/inter discipline.	l/ethnic and cultural	from a varie critical to for solving globa	round knowledge ty of perspectives stering innovation, al challenges, and ealthy democracy.	Facilitates student action to address real-world problems from a variety of perspectives related to the discipline that improves their community and/or world.
Score = 0	1	2	3	4	5	6	7
	· · · · · · · · · · · · · · · · · · ·	Co	omprehensive Interve	entions for LDS (.77	7 effect size)		•
Combine direct instruct	tion with strategy	instruction with ex	tended, deliberate pr	actice; emphasis on	meta-cognition		
			Homewo	rk (.29 effect size)			

Involves "tasks assigned to students by teachers that are meant to be carried out during non-school hours." Effects twice as large for high as for junior high, and twice as large again for junior high as for elementary. Smallest effects in math. Largest in science and social studies with English in the middle. Effects greater for higher than lower ability students. Homework for some reinforces that they cannot learn by themselves. Can undermine motivation and internalize incorrect routines and strategies.

Growth Guide 2.1 - Hattie Research

Standard 2: Student Learning, Growth and Development

The teacher understands how students learn, develop and differ in their approaches to learning. The teacher provides learning opportunities that are adapted to diverse learners and support the intellectual, social, and personal development of all students.

Quality Indicator 1: Cognitive, social, emotional and physical development

	Emerging		Develo	pping	Profi	cient	Distinguished
2E1) The emerging tea	cher		2D1) The developing	g teacher also	2P1) The proficients	ent teacher	2S1) The distinguished teacher also
Knows how to add making instruction	dress developmenta nal decisions.	al factors when	Applies underst child/adolescen development m implement instr fosters develop	it growth and arkers to	and chart le toward goal domain to n	rowth and nt to monitor arner's progress s in each neet current ead to the next	Models and shares with colleagues an effective, continuous instructional cycle that assesses individual performance, identifies needs and provides instruction promoting individual advancement in each domain.
Score = 0	1	2	3	4	5	6	7
				rams (1.28 effect s			
Students knowing the stage and formal oper		think and how it is	s constrained by their	stages of developm	nent (sensorimoto	r stage, preoperat	tional stage, concrete operational
			Students prior cogni		•		
Student understanding	g of their level of ac	chievement and se	lf-reported grades (inc	cludes: IQ and simil	ar measures)		
			Providing Formative				
Feedback on teacher p	erformance; willing	gness to see negat				have learned	
			Teacher-Student re		•		
1 To	the teachers and t	he students." "Buil	lding relationships imp	olies agency, efficac	cy, respect by the t	eacher for what t	chers emphasized the the class he student brings to the class hare for the learning of each as a
				ping (.60 effect siz			
Involves development							g is in its emphasis on
summarizing main ide	as in what is to be l	earned. Assists in s	synthesizing and ident	ifying major ideas,	themes, and inter	relationships.	

Study Skills (.59 eff	ect size)
-----------------------	-----------

Develop task-related skills (note taking, summarizing); self-management learning skills (planning, monitoring, tactics, strategies); and non-cognitive features of learning like motivation/self-concept

Student disposition to learn (.48 effect size)

Student motivation; students feeling in control of their learning experience; removing de-motivators

Advance organizers (.37 effect size)

Bridging from previous knowledge to whatever is to be learned; linking old and new information; summary of material in advance and is referred back to often

Testing (.30 effect size)

Testing by itself is not as effective as remediation / feedback where the test is used to find what the student needs to improve and they then do corrective work; should provide feedback to teacher to be really effective

Growth Guide 2.2 – Hattie Research

Standard 2: Student Learning, Growth and Development

Quality Indicator 2: Student goals

	Emerging		Develo	oping	Profi	cient	Distinguished						
2E2) The emerging teach	ner		2D2) The developing t	eacher also	2P2) The proficien	t teacher also	2S2) The distinguished teacher						
							also						
Facilitates students	understanding of tak	ng personal	Uses strategies to	enable students to	Use strategie		Acquires and shares new						
responsibility for th	eir own learning.		set short- and lor		students in e		knowledge on strategies for						
			on their own lear	organize and reflect	modifying pe goals based o	rsonal learning	enabling students to expand and assume control of their						
			on their own lear	8.	performance		own learning.						
Score = 0	1	2	3	4	5	6	7						
				grades (1.44 effect s	•								
Students knowledgea	ble about their chan	ce of success; awa				ill likely perform							
				grams (1.28 effect si									
_	udents knowing the ways in which they think and how it is constrained by their stages of development (sensorimotor stage, preoperational stage, concrete operational age and formal operational stage) Students prior cognitive ability (1.04 effect size)												
	Students prior cognitive ability (1.04 effect size)												
Student understandin	g of their level of ac	nievement and sel			•								
			Providing Formative										
Feedback on teacher	performance; willing					/ have learned							
Complete a discretization			omprehensive Interve										
Combine direct instru	ction with strategy i	nstruction with ex	Teacher-Student re										
Interestingly, "when s	tudents narents te	achers and princin			'	t all BLIT the tead	hers emphasized the						
							he student brings to the class						
							are for the learning of each as a						
Paratri			Remediation Fe	edback (.65 effect	size)								
Diagnosing what stude	ents find difficult and	d getting students	to fix it; improving pe	erformance on an as	ssessment (feed fo	orward)							
				ls (.59 effect size)									
Develop task-related solike motivation/self-co		mmarizing); self-r	nanagement learning	skills (planning, mo	nitoring, tactics, s	trategies); and no	n-cognitive features of learning						
			Student dispositio	n to learn (.48 effe	ct size)								
Student motivation; st	tudents feeling in co	ntrol of their learr											
				(.30 effect size)									
Testing by itself is not provide feedback to to			k where the test is use	ed to find what the s	student needs to i	mprove and they	then do corrective work; should						

Growth Guide 2.3 – Hattie Research

Standard 2: Student Learning, Growth and Development

Quality Indicator 3: Theory of learning

	Emerging		Develop	oing	Profi	cient	Distinguished						
2E3) The emerging to	acher		2D3) The developing	eacher also	2P3) The proficie	ent teacher	2S3) The distinguished teacher						
					also		also						
7 7	of learning to create	well-planned	Implements rese			ruction that	Continuously modifies						
and delivered ins	struction.		instruction focus production of lea		effectively p		instruction based on his/her own and emerging research						
			individual studen	•		ed on effective	and shares effective						
			individual studen		plans, grour		practices and modifications						
					theory/rese		with colleagues.						
					-	meet individual							
	needs.												
Score = 0	Score = 0 1 2 3 4 5 6 Piagetian Programs (1.28 effect size)												
_	tudents knowing the ways in which they think and how it is constrained by their stages of development (sensorimotor stage, preoperational stage, concrete operational												
stage and formal ope	age and formal operational stage)												
				ality (1.00 effect									
				•		nitor learning and	I provide feedback; attend to						
affective attributes; a	and influence studen	t outcomes; Inclu	des students view of th										
The time (hours) in u	high the student is s	activaly tayabt	instructional Qu	antity (.84 effect s	size)								
The time (hours) in w	mich the student is a	ictively taught	Direct Instructi	on (.82 effect siz	•••								
Active learning in class	ss Savan stans inclu	de: Define learning				ance: huilding cor	nmitment and engagement in the						
_	· · · · · · · · · · · · · · · · · · ·	_	ork is marked and corr		•	_	illillitillelit allu eligagelilelit ili tile						
icarrillig task, preseri	tation of the lesson,	<u> </u>	omprehensive Interven			ent practice							
Combine direct instru	uction with strategy		tended, deliberate pra										
				ty (.75 effect size									
Important for the tea	cher to communicat	e the intention of	the lesson and the noti	•	•	intentions							
			Spaced vs. Mass p										
Frequency of differer	nt learning opportun	ities; three to four		· · · · · · · · · · · · · · · · · · ·		curs. Spacing the	practice of skills over a long						
period of time.													
			Meta-cognitive str	ategies (.69 effec	t size)								
Thinking about think	ing; plan how to app		ning task; evaluate prog			questioning is an e	example.						
			elf-verbalization / self-										
Provides assistance in	n searching for need	ed information and	d increased understand	ing of the message	es of the material	to be learned. The	e internal dialogue of the learner						
is made verbal.													

Hattie, John. (2009) Visible Learning: A Synthesis of over 800 meta-analyses relating to Achievement. New York: Routledge.

Concept Mapping (.60 effect size)

Involves development of graphical representations of the conceptual structure of content to be learned. Importance of concept mapping is in its emphasis on summarizing main ideas in what is to be learned. Assists in synthesizing and identifying major ideas, themes, and interrelationships.

Providing Worked Examples (.57 effect size)

A form of demonstrating to students what success looks like; typically consist of a problem statement and the appropriate steps to a solution. Three steps: introductory phase, acquisition/training phase, test phase (assess learning). Reduces cognitive load for students such that they concentrate on the processes that lead to the correct answer and not just providing an answer.

Mastery Learning (.50 effect size)

Tests and retests of easy material; high pass mark; extra work and retest for those who do not pass or on weak material; numerous feedback loops based on small units of well-defined appropriately sequenced outcomes

Advance Organizers (.37 effect size)

Bridging from previous knowledge to whatever is to be learned; linking old and new information; summary of material in advance that puts some sort of structure to it and is referred back to often

Computer-assisted instruction (.37 effect size)

Effects for this are gradually rising as instruction becomes more interactive, engaging and better designed; use of computers are more effective when there is a diversity of teaching strategies; teacher is pre-trained; multiple opportunities for learning; student is in control of learning; peer learning is optimized

Simulations and games (.33 effect size)

Using a model or game to engage students in learning

Instructional media (.30 effect size)

Using state of the art visuals; media

Growth Guide 2.4 – Hattie Research

Standard 2: Student Learning, Growth and Development

Quality Indicator 4: Differentiated lesson design

	Emerging		Developing		Proficient		Distinguished	
2E4) The emerging teach	er		2D4) The developing teacher also		2P4) The proficient teacher also		2S4) The distinguished teacher also	
Designs and implements instruction that considers the needs of students.			Designs and implements instruction that enables students to learn, grow, and develop because their needs are met in a positive learning environment.		Through design and instruction, establishes an inviting and nurturing educational environment by creating a trusting relationship with students that engages them in learning.		Plans and cultivates the unique skills and talents of every child and encourages them to ask questions, take risks and enjoy learning.	
Score = 0	1	2	3 4 5 6		7			
			Micro Teach	ing (.88 effect size)			
Conducting mini-lesso	ns and engaging in	discussions about	the lesson; often invo	lves video-taping				
			Teacher-Student re	lationships (.72 eff	ect size)			
•	the teachers and t	he students." "Bui	ding relationships imp	olies agency, efficac	cy, respect by the t	eacher for what t	chers emphasized the the student brings to the class tare for the learning of each as a	
			Class environment	(cohesion) (.53 eff	ect size)			
Positive classroom clin	nate; the sense tha	t the teacher and t	he students are worki	ng toward positive	learning gains			

Growth Guide 2.5 – Hattie Research

Standard 2: Student Learning, Growth and Development

Quality Indicator 5: Prior experiences, multiple intelligences, strengths and needs

Emerging	Developing	Proficient	Distinguished				
2E5) The emerging teacher	2D5) The developing teacher also	2P5) The proficient teacher also	2S5) The distinguished teacher also				
Delivers a variety of lesson activities that address studen prior experiences, multiple intelligences, strengths and needs.	creates and delivers lessons and instructional activities that address the individual needs of all learners and variation in prior knowledge and experiences, multiple intelligences, strengths, and needs.	Adapts strategies to meet individual student needs based on student performance data and where the child is developmentally, cognitively, physically, and affectively to advance knowledge and skill development.	Acquires and shares authentic strategies for actively involving every student in advancing their own learning, building on their unique experience, intelligence, strengths and needs.				
Score = 0 1 2	3 4	5 6	7				
	Piagetian Programs (1.28 effect s	size)					
Students knowing the ways in which they think and how stage and formal operational stage)			tional stage, concrete operational				
Students prior cognitive ability (1.04 effect size)							
Student understanding of their level of achievement and self-reported grades (includes: IQ and similar measures)							
	Instructional Quality (1.00 effect size)						
Teachers ability to identify essential representations of the subject; guide learning through classroom interactions; monitor learning and provide feedback							
affective attributes; and influence student outcomes;	affective attributes; and influence student outcomes; Includes students view of the teaching quality.						
	Providing Formative Evaluation (.90 effect size)						
Feedback on teacher performance; willingness to see negative evidence; students telling teachers how much/well they have learned							
Direct Instruction (.82 effect size)							
Active learning in class. Seven steps include: Define lear		nmitment and engagement in the					
learning task; presentation of the lesson; guided practic							
	Comprehensive Interventions for LDS (.7)	· · · · · · · · · · · · · · · · · · ·					
Combine direct instruction with strategy instruction with extended, deliberate practice; emphasis on meta-cognition							
Teacher Clarity (.75 effect size)							
Important for the teacher to communicate the intention of the lesson and the notion of what success means for these intentions							
	Teacher-Student relationships (.72 ef						
Interestingly, "when students, parents, teachers and pr	=						
· ·	uilding relationships implies agency, efficacy, respect by the teacher for what the student brings to the class						
(from home, culture, and peers) and recognition of the	ife of the student."Facilitate student develo	pment by demonstrating that they o	are for the learning of each as a				
person							

Meta-cognitive strategies (.69 effect size)

Thinking about thinking; plan how to approach a given learning task; evaluate progress; monitor comprehension. Includes knowledge about when and how to use particular strategies for learning or for problem-solving. Self-questioning is another meta-cognitive strategy.

Remediation Feedback (.65 effect size)

Diagnosing what students find difficult and getting students to fix it; improving performance on an assessment (feed forward)

Self-verbalization / self-questioning (.64 effect size)

Provides assistance in searching for needed information and increased understanding of the messages of the material to be learned. The internal dialogue of the learner is made verbal.

Study Skills (.59 effect size)

Develop task-related skills (note taking, summarizing); self-management learning skills (planning, monitoring, tactics, strategies); and non-cognitive features of learning like motivation/self-concept

Providing Worked Examples (.57 effect size)

A form of demonstrating to students what success looks like; typically consist of a problem statement and the appropriate steps to a solution. Three steps: introductory phase, acquisition/training phase, test phase (assess learning). Reduces cognitive load for students such that they concentrate on the processes that lead to the correct answer and not just providing an answer.

Class environment (cohesion) (.53 effect size)

Positive classroom climate; the sense that the teacher and the students are working toward positive learning gains

Challenge of Goals (.52 effect size)

Students being given challenging yet achievable learning goals; teachers set challenging rather than "do your best:

Mastery Learning (.50 effect size)

Tests and retests of easy material; high pass mark; extra work and retest for those who do not pass or on weak material; numerous feedback loops based on small units of well-defined appropriately sequenced outcomes

Student disposition to learn (.48 effect size)

Student motivation; students feeling in control of their learning experience; removing de-motivators

Testing (.30 effect size)

Testing by itself is not as effective as remediation / feedback where the test is used to find what the student needs to improve and they then do corrective work; should provide feedback to teacher to be really effective

Growth Guide 2.6 – Hattie Research

Standard 2: Student Learning, Growth and Development

Quality Indicator 6: Language, culture, family and knowledge of community values

	Emerging		Developing		Proficient		Distinguished	
2E6) The emerging teacher			2D6) The developing teacher also		2P6) The proficient teacher also		2S6) The distinguished teacher also	
Reviews demographic and biographical data of students to determine the variety of learning needs.			prior learning, as well as language, culture, family and community values. approaches that and are sensitive multiple experie		cts individual by using teaching that incorporate itive to the eriences of ir family, culture,	Connects instruction to students' experiences creating a trusting environment by employing strategies that respect differing cultures and draws explicit connections during instruction / assignments that are related to students' experiences and culture.		
Score = 0	1	2	3	4	5	6	7	
			Teacher-Student re	lationships (.72 eff	ect size)			
-			of the student."Facilit	ate student develop	• • •		the student brings to the class are for the learning of each as a	
				ors (.57 effect size)				
	· ·	·				•	easures of the socio-psychological riety and play materials.	
				ing (.55 effect size)				
Students teaching eac	h other (peer-expla	ining, peer-checki			_	emselves		
			Class environment	<u>, , , , , , , , , , , , , , , , , , , </u>				
Positive classroom clir	nate; the sense that	t the teacher and t			learning gains			
	Peer effects (.53 effect size)							
Helping, tutoring, providing friendship, giving feedback, increasing the feeling as school is a place they want to come								
				ement (.51 effect si				
Parent aspirations were the most important influence on student achievement whereas external rewards, homework surveillance, negative control and restrictions for								
unsatisfactory grades. Overall the higher hopes/expectations of parents the greater the students' academic achievement								
				grams (.37 effect siz				
Two languages are use	ed as a medium of i	nstruction rather t	han immersion progra	ams where student	s are instructed in	n one		

Growth Guide 3.1 – Hattie Research

Standard 3: Curriculum Implementation

The teacher recognizes the importance of long-range planning and curriculum development. The teacher develops, implements, and evaluates curriculum based upon student, district and state standards data.

Quality Indicator 1: Implementation of curriculum standards

	Emerging		Developing		Proficient		Distinguished	
3E1) The emerging teacher			3D1) The developing teacher also		3P1) The proficient teacher also		3S1) The distinguished teacher	
							also	
Makes informed decisions about instructional objects aligned to district mapping and pacing guides.			Consistently delivers a variety of learning experiences that are appropriate for curriculum and are aligned with state and district curriculum and assessments.		Uses state/district curriculum guides with enough facility to anticipate skill gaps and/or misconceptions of students in order to deliver effective instruction.		Participates and/or demonstrates leadership for the evaluation and development of curriculum aligned to national, state, and district curriculum and assessments.	
Not Present = 0	Weak = 1	Strong = 2	Weak = 3	Strong = 4	Exemplary = 7			
			Instructional Q	uality (1.00 effect s	size)			
Teachers ability to ide	ntify essential repre	esentations of the	subject; guide learnin	ubject; guide learning through classroom interactions; monitor learning and provide feedback; attend to				
affective attributes; ar	nd influence studen	t outcomes; Inclu	des students view of t	the teaching quality	•			
		Co	omprehensive Interve	entions for LDS (.77	effect size)			
Combine direct instru	ction with strategy i	nstruction with ex	tended, deliberate practice; emphasis on meta-cognition					
	Teacher Clarity (.75 effect size)							
Important for the tead	cher to communicat	e the intention of	the lesson and the notion of what success means for these intentions					
Providing Worked Examples (.57 effect size)								
A form of demonstrat	ing to students wha	t success looks like	e; typically consist of a	a problem statemen	t and the appropr	iate steps to a sol	ution. Three steps: introductory	
phase, acquisition/tra	ining phase, test ph	ase (assess learnin	g). Reduces cognitive	load for students su	uch that they cond	entrate on the pr	ocesses that lead to the correct	
answer and not just p	roviding an answer.							

Growth Guide 3.2 – Hattie Research

Standard 3: Curriculum Implementation

Quality Indicator 2: Develop lessons for diverse learners

	Emerging		Developing		Proficient		Distinguished	
3E2) The emerging teach	ner		3D2) The developing teacher also		3P2) The proficient teacher also		3S2) The distinguished teacher also	
Implements lessons and activities aligned to the curriculum that recognizes the individual needs of diverse learners			Consistently implements lessons and activities that address the needs of diverse learners and responds to ongoing analysis of student performance based on multiple assessments and analysis of student needs.		Evaluates the effectiveness of a variety of instructional strategies based on multiple assessment data, curriculum and an analysis of student needs.		Participates and/or demonstrates leadership in the development of instructional strategies and interventions to accomplish instructional goals based on multiple assessment data, curriculum and an analysis of student needs.	
Not Present = 0 Weak = 1 Strong = 2			Weak = 3	Strong = 4	Weak = 5	Strong = 6	Exemplary = 7	
			Piagetian Prog	rams (1.28 effect s	ize)			
Students knowing the stage and formal oper	•	think and how it	is constrained by their	stages of developm	nent (sensorimoto	r stage, preoperat	cional stage, concrete operational	
	<u> </u>		Students prior cogni	tive ability (1.04 ef	ffect size)			
Student understanding of their level of achievement and self-reported grades (includes: IQ and similar measures)								
			Acceleration	on (.72 effect size)				
Very bright students (gifted) being accele	rated through cu	rricula					
			Testing	(.30 effect size)				
Testing by itself is not provide feedback to to		· ·	where the test is used	d to find what the s	tudent needs to in	nprove and they t	hen do corrective work; should	

Growth Guide 3.3 – Hattie Research

Standard 3: Curriculum Implementation

Quality Indicator 3: Instructional goals and differentiated instructional strategies

	Emerging		Developing		Proficient		Distinguished	
3E3) The emerging teacher			3D3) The developing teacher also		3P3) The proficient teacher also		3S3) The distinguished teacher also	
Uses differentiated instructional strategies to address student learning needs in meeting the objectives of the curriculum.			Systematically selects differentiated instructional strategies and content to meet student needs and enhance learning.		Adjusts instructional goals and time and modifies instructional strategies, and content to meet students' needs and enhance learning.		Leads colleagues in discussions of instructional goals to identify methods for modifying instructional strategies, content, and adjusting time to meet students' needs and enhance learning.	
Score = 0	1	2	3	4	5	6	7	
			Providing Formative	Evaluation (.90 ef	fect size)			
Feedback on teacher	performance; willing	ness to see negat	ive evidence; student	s telling teachers ho	w much/well they	have learned		
			Micro Teacl	ning (.88 effect size)			
Conducting mini-less	ons and engaging in o	discussions about	the lesson; often invo	lves video-taping				
			Instructional Q	uantity (.84 effect s	size)			
The time (hours) in w	hich the student is a	ctively taught						
			Direct Instru	ction (.82 effect siz	e)			
Active learning in clas	ss. Seven steps includ	le: Define learning	g intentions; aware of	and know success o	riteria of perform	ance; building cor	nmitment and engagement in the	
learning task; presen	tation of the lesson;	guided practice (w	vork is marked and co	rrective work); closu	ure; and independ	ent practice		
		С	omprehensive Interv	entions for LDS (.77	effect size)			
Combine direct instruction with strategy instruction with extended, deliberate practice; emphasis on meta-cognition								
			Accelerati	on (.72 effect size)				
Very bright students	(gifted) being accele	rated through cur	ricula					
		Profession	onal Development on	student achieveme	ent (.51 effect size	<u>e)</u>		
Staff development and staff training sessions; Most effective included observations on actual classroom methods, microteaching, video/audio feedback, and practic								

Growth Guide 4.1 – Hattie Research

Standard 4: Critical Thinking

The teacher uses a variety of instructional strategies to encourage students' critical thinking, problem solving, and performance skills.

Quality Indicator 1: Instructional strategies leading to student engagement in problem-solving and critical thinking

	Emerging		Develo	ping	Profi	cient	Distinguished	
4E1) The emerging teach	er		4D1) The developing teacher also		4P1) The proficient teacher also		4S1) The distinguished teacher also	
Selects various types of instructional strategies and appropriate resources to achieve instructional goals and teach students critical thinking skills.			Assures student growth with frequent instructional opportunities for students to use critical thinking and problem solving skills.		Effectively applies a range of instructional techniques that require students to think critically and problem-solve.		Fluently uses a range of instructional techniques that require critical thinking; serves as a leader by offering constructive assistance and modeling the use of strategies, materials and technology to maximize learning.	
Score = 0	1	2	3	4	5	6	7	
			Instructional Q	uality (1.00 effect	size)			
Teachers ability to ide	ntify essential repre	esentations of the	subject; guide learnin	g through classroor	n interactions; mo	nitor learning an	d provide feedback; attend to	
affective attributes; ar	nd influence studen	t outcomes; Inclu	des students view of t	he teaching quality				
			Challenge of (Goals (.52 effect size	ze)			
Students being given of	challenging yet achi	evable learning go	als; teachers set chall	enging rather than '	"do your best"			
			Questionii	ng (.41 effect size)				
Most effective questions are high order "why, how and which is best" questions that can					to really think; th	ey need to be giv	en time and do better in pairs than	
alone; important to ar	nalyze the questions	s students ask, too)					

Growth Guide 4.2 – Hattie Research

Standard 4: Critical Thinking

Quality Indicator 2: Appropriate use of instructional resources to enhance student learning

	Emerging		Devel	oping	Profi	icient	Distinguished
4E2) The emerging tea	cher		4D2) The developing t	eacher also	4P2) The proficier	it teacher also	4S2) The distinguished teacher also
Uses a variety of instructional resources to enhance the teaching and learning process.			Purposefully selects and uses a variety of developmentally appropriate instructional resources to enhance academic performance and technological literacy.		Assesses the effectiveness of instructional resources and developmentally appropriate instructional activities and adapts for promoting complex thinking and technological skills.		Applies research-based instructional resources including technology to enhance their own teaching, as well as being a potential resource to others.
Score = 0	1	2	3	4	5	6	7
			Computer-assisted	instruction (.37 eff	fect size)		
_			more interactive, enga ortunities for learning;		_	•	ffective when there is a diversity lized
			Simulations and	games (.33 effect	size)		
Using a model or gar	ne to engage studen	ts in learning					
			Instructional	media (.30 effect si	ze)		
Using state of the ar	t visuals; media						

Growth Guide 4.3 – Hattie Research

Standard 4: Critical Thinking

Quality Indicator 3: Cooperative, small group and independent learning

	Emerging		Develo	oping	Profi	cient	Distinguished	
4E3) The emerging tea	cher		4D3) The developing t	eacher also	4P3) The proficien	t teacher also	4S3) The distinguished teacher also	
Employs individual and cooperative learning activities to promote critical thinking skills.			Uses a variety of learning situations, such as independent, small group and whole class to enhance individual and collective critical thinking skills.		Effectively combines flexible and varied independent, cooperative and whole-class learning situations and applies grouping strategies to maximize student understanding and learning.		Models and/or shares with others the effective use of flexible and varied independent, collaborative and whole-class learning situations.	
Score = 0	1	2	3	4	5	6	7	
			Reciprocal Teac	hing (.74 effective	size)			
questioning, clarifyir		alogue between te	eacher and students ar				e strategies such as summarizing, logue to bring meaning to written	
		Co	operative vs. Individu	ualistic Learning (.5	9 effect size)			
•	·		kground knowledge to and memory. Effects i		ussion and learnin	g w/peers. Most	useful when learning concepts,	
			Peer tutori	ing (.55 effect size)				
Students teaching ea	ach other (peer-expla	ining, peer-checki	ng, peer-assessing); st	udents move to bei	ing teachers of the	emselves		
Class environment (cohesion) (.53 effect size)								
Positive classroom climate; the sense that the teacher and the students are working toward positive learning gains								
Peer effects (.53 effect size)								
Helping, tutoring, pr	oviding friendship, giv	ving feedback, inci	reasing the feeling as	school is a place the	ey want to come			

Growth Guide 5.1 – Hattie Research

Standard 5: Positive Classroom Environment

The teacher uses an understanding of individual/group motivation and behavior to create a learning environment that encourages active engagement in learning, positive social interaction, and self-motivation.

Quality Indicator 1: Classroom management techniques

	Emerging		Develo	pping	Profi	cient	Distinguished
5E1) The emerging teach	er		5D1) The developing t	eacher also	5P1) The proficient teacher also		5S1) The distinguished teacher
							also
Demonstrates basic	classroom managem	ent techniques	Uses effective cla	ssroom	Adapts and d	evelops classroom	Shares with others effective
and addresses misbehavior to avoid the disruption of			management tec	nniques including	management	techniques that	classroom management
instruction.			addressing misbe	havior promptly	address all st	udent	techniques that reduce the
			and effectively w	ith the least	misbehavior	ensuring little or	likelihood of misbehavior
			disruption of inst	ruction.	no disruption	of instruction.	ensuring little or no disruptions
							to instruction.
Score = 0	1	2	3	4	5	6	7
			Instructional Q	uality (1.00 effect s	size)		
Teachers ability to idea	ntify essential repre	sentations of the	subject; guide learnin	g through classroon	n interactions; mo	nitor learning and	provide feedback; attend to
affective attributes; an	nd influence studen	t outcomes; Inclu	des students view of t	he teaching quality			
			Direct Instruc	tion (.82 effect siz	e)		
Active learning in class	s. Seven steps includ	de: Define learning	g intentions; aware of	and know success o	riteria of perform	ance; building con	nmitment and engagement in the
learning task; presenta	ation of the lesson;	guided practice (w	ork is marked and co	rective work); closu	ure; and independ	ent practice	
Class environment (cohesion) (.53 effect size)							
Positive classroom clin	nate; the sense that	the teacher and t	the students are work	ing toward positive	learning gains		
Student disposition to learn (.48 effect size)							
Student motivation; st	udents feeling in co	ontrol of their lear	ning experience; remo	ving de-motivators			

Growth Guide 5.2 – Hattie Research

Standard 5: Positive Classroom Environment

Quality Indicator 2: Managing time, space, transitions, and activities

	Emerging		Devel	oping	Prof	icient	Distinguished	
5E2) The emerging teach	er		5D2) The developing	teacher also	5P2) The proficie	nt teacher also	5S2) The distinguished teacher also	
Manages time, space, transitions, and activities in their classroom.			Effectively manages time, space, transitions, and activities to create an environment that enhances student engagement.		Organizes, allocates, and manages time, space, transitions and activities to promote continuous student engagement and high levels of productivity.		Shares with others effective strategies for managing time, space, transitions and activities to promote continuous student engagement and high levels of productivity.	
Score = 0 1 2 3				4 Quality (1.00 effect	5	6	7	
affective attributes; an	d influence studen	t outcomes; Inclu	des students view of		<i>'</i> .	onitor learning and	I provide feedback; attend to	
			Direct Instruction (.82 effect size)					
	-		=		-	_	nmitment and engagement in the	
learning task; presenta	ition of the lesson;	guided practice (v		I instruction (.37 ef	•	ient practice	_	
Effects for this are grad	dually rising as instr	uction hecomes r		<u> </u>		inuters are more e	ffective when there is a diversity	
			_		_			
of teaching strategies; teacher is pre-trained; multiple opportunities for learning; student is in control of learning; peer learning is optimized Simulations and games (.33 effect size)								
Using a model or game to engage students in learning								
Instructional media (.30 effect size)								
Using state of the art v	isuals; media							

Growth Guide 5.3 – Hattie Research

Standard 5: Positive Classroom Environment

Quality Indicator 3: Classroom, school and community culture

	Emerging		Devel	oping	Prof	icient	Distinguished	
5E3) The emerging teac	her		5D3) The developing t	teacher also	5P3) The proficier	nt teacher also	5S3) The distinguished teacher also	
Builds awareness of the culture of the school and community in order to influence student relationships and build an effective classroom learning environment.			Develops a positive culture in the classroom and school to positively affect student relationships and learning.		Maintains and enhances a positive culture in the classroom and school, creating a classroom environment which promotes positive student relationships and learning.		Actively engages students in discussing and evaluating the culture of the classroom, school and community to positively impact relationships and learning.	
Score = 0	Score = 0 1 2			4	5	6	7	
			Teacher-Student re	elationships (.72 ef	fect size)			
relationships betwee	n the teachers and t	he students." "Bui	lding relationships im	plies agency, efficad	cy, respect by the	teacher for what t	chers emphasized the the class the student brings to the class tare for the learning of each as a	
			Home Fact	ors (.57 effect size)				
	-		t highly correlated fac	ctors with achievem	ent were materna		easures of the socio-psychological riety and play materials.	
Davitina da construi di				(cohesion) (.53 eff	•			
Positive classroom cli	mate; the sense that	t the teacher and t			learning gains			
				cts (.53 effect size)				
Helping, tutoring, pro	viding friendship, gi	ving teedback, inci	•					
Parent Involvement (.51 effect size)								
Parent aspirations we	ere the most importa	ant influence on st	udent achievement w	hereas external rev	wards, homework	surveillance, nega	tive control and restrictions for	

unsatisfactory grades. Overall the higher hopes/expectations of parents the greater the students' academic achievement

Growth Guide 6.1 – Hattie Research

Standard 6: Effective Communication

The teacher models effective verbal, nonverbal, and media communication techniques with students, colleagues and parents to foster active inquiry, collaboration, and supportive interaction in the classroom.

Quality Indicator 1: Verbal and nonverbal communication

	Emerging		Developing		Profi	cient	Distinguished	
6E1) The emerging tead	cher		6D1) The developing teacher also		6P1) The proficier	it teacher also	6S1) The distinguished teacher	
							also	
•	ctive verbal and non-ver	rbal	*	and fosters correct,		e impact of and		
communication skills.			effective verbal a		•	the correct and	Shares with others strategies	
				including strategies		of verbal and	for ensuring correct, effective	
			to communicate		nonverbal co	mmunication.	verbal and nonverbal communication in their school	
			_	age is not Standard disability requires			and throughout the	
			specific forms of				community.	
Score = 0	1	2	3	4	5	6	7	
			Instructional Q	uality (1.00 effect s	size)	•		
Teachers ability to id	entify essential repre	sentations of the	subject; guide learning	g through classroon	n interactions; mo	nitor learning and	d provide feedback; attend to	
affective attributes;	and influence student	t outcomes; Inclu	des students view of t	he teaching quality				
			Teacher Cla	rity (.75 effect size)			
Important for the tea	acher to communicate	e the intention of	the lesson and the no	tion of what succes	s means for these	intentions		
			Questionir	ng (.41 effect size)				
Most effective quest	ions are high order "v	why, how and whi	hat cause students	to really think; the	ey need to be give	en time and do better in pairs than		
alone; important to a	analyze the questions	students ask, too)			_		
Bilingual programs (.37 effect size)								
Two languages are u	sed as a medium of ir	nstruction rather t	than immersion progra	ams where student	s are instructed in	one		

Growth Guide 6.2 – Hattie Research

Standard 6: Effective Communication

Quality Indicator 2: Sensitivity to culture, gender, intellectual and physical differences

	Emerging		Devel	oping	Pro	ficient	Distinguished
6E2) The emerging teach	ier		6D2) The developing teacher also		6P2) The proficient teacher also		6S2) The distinguished teacher
							also
Is aware of persona	l bias in regard to diff	erences in culture,	Demonstrates ar	nd promotes	Helps stude	nts to develop a	Promotes a respect for all and
gender, intellectual	gender, intellectual, and physical ability in classroom and its			erences in culture,	respect for	ū	sensitivity to cultural, gender,
impact on student I	earning.		gender, intellect		,	o cultural, gender,	intellectual and physical ability
			·	om communication		and physical ability	differences throughout the
			and in responses			in classroom	school and community.
Score = 0	1	2	communications 3	4	communica 5	6	7
Score - 0	1			·		0	/
				elationships (.72 eff		· Uputul ·	1 1 1 1
Interestingly, "when s							
			-				he student brings to the class
· ·	and peers) and reco	gnition of the life of	of the student."Facilit	ate student develop	ment by demon	strating that they c	are for the learning of each as a
person							
			Remediation Feedback (.65 effect size)				
Diagnosing what stude	ents find difficult an	d getting students	to fix it; improving performance on an assessment (feed forward)				
			Home Fact	tors (.57 effect size)			
Includes issues such as	s social class, help v	vith homework, ex	tent to which the lea	rner's education is t	hought to be imp	ortant; includes m	easures of the socio-psychological
environment and inte	llectual stimulation	in the home. Most	highly correlated fac	ctors with achievement	ent were matern	al involvement, var	iety and play materials.
			Class environment	(cohesion) (.53 eff	ect size)		
Positive classroom clir	mate; the sense tha	t the teacher and t	he students are work	ing toward positive	learning gains		
Parent Involvement (.51 effect size)							
Parent aspirations we	re the most importa	ant influence on st	udent achievement w	hereas external rew	vards, homework	surveillance, nega	tive control and restrictions for
unsatisfactory grades. Overall the higher hopes/expectations of parents the greater the students' academic achievement							
			Bilingual pro	grams (.37 effect siz	e)		
Two languages are use	ed as a medium of i	nstruction rather t	han immersion progr	ams where student	s are instructed i	n one	

Growth Guide 6.3 – Hattie Research

Standard 6: Effective Communication

Quality Indicator 3: Learner expression in speaking, writing and other media

	Emerging		Developing		Proficient		Distinguished
6E3) The emerging teac	ner		6D3) The developing teacher also		6P3) The proficient teacher also		6S3) The distinguished teacher also
Supports and expands learner expression in speaking, writing, listening, and other media ensuring it adheres to district policy.			Develops students in directing their own safe, free and respectful expression in speaking, writing, listening, and other media ensuring it adheres to district policy.		Promotes respect, safe and free expression in the school and the larger school community ensuring it adheres to district policy.		Shares with others strategies for promoting respect, safe and free expression in the school and the larger school community ensuring it adheres to district policy.
Score = 0	3	4	5	6	7		
			Students prior cogni				
Student understandir	g of their level of ac	hievement and se					
			Providing Formative		-		
Fe	edback on teacher p	erformance; willin	gness to see negative			ow much/well the	ey have learned
				ching (.74 effective s			
	g, and predicting. Dia	alogue between te	acher and students ar				strategies such as summarizing, ogue to bring meaning to written
		S	elf-verbalization / se	lf-questioning (.64	effect size)		
Provides assistance ir is made verbal.	searching for neede	ed information and	d increased understan	ding of the message	es of the material	to be learned. The	e internal dialogue of the learner
			Peer effec	cts (.53 effect size)			
Helping, tutoring, pro	viding friendship, giv	ving feedback, incr	reasing the feeling as	school is a place the	y want to come		
			Bilingual prog	grams (.37 effect siz	e)		
Two languages are us	ed as a medium of ir	nstruction rather t	han immersion progra	ams where students	s are instructed in	one	

Growth Guide 6.4 – Hattie Research

Standard 6: Utilizing Effective Communication

Quality Indicator 4: Technology and media communication tools

	Emerging		Develo	oping	Profi	cient	Distinguished
6E4) The emerging teach	er		6D4) The developing teacher also		6P4) The proficient teacher also		6S4) The distinguished teacher also
Demonstrates knowledge and understanding of technology and media communication tools for purposeful instruction.			Implements instruction that encourages technology and media communication tools use for learning and models those techniques.		Facilitates the students' effective use of technology and media communication tools.		Either mentors, or assists students in mentoring, members of the school and community in the use of technology and media communication tools.
Score = 0	re = 0 1 2 3 4				5	6	7
			Reciprocal Tea	aching (.74 effect si	ze)		
Teaching cognitive str	ategies intended to	lead to improved	learning outcomes. E	mphasis on teachers	s enabling student	s to learn and use	strategies such as summarizing,
questioning, clarifying word with assistance t		_		round text. Students	s take turns as tea	cher and lead dial	logue to bring meaning to written
			Computer-assisted	instruction (.37 eff	ect size)		
Effects for this are gra	dually rising as instr	uction becomes m	nore interactive, enga	ging and better desi	igned; use of com	outers are more e	ffective when there is a diversity
of teaching strategies;	teacher is pre-train	ed; multiple oppo	rtunities for learning;	student is in contro	of learning; peer	learning is optim	ized
				games (.33 effect			
Using a model or game	e to engage student	s in learning		-			
			Instructional	media (.30 effect siz	ze)		
Using state of the art v	visuals; media						

Growth Guide 7.1 – Hattie Research

Standard 7: Student Assessment and Data Analysis

The teacher understands and uses formative and summative assessment strategies to assess the learner's progress and uses both classroom and standardized assessment data to plan ongoing instruction. The teacher monitors the performance of each student and devises instruction to enable students to grow and develop, making adequate academic progress.

Quality Indicator 1: Effective use of assessments

	Emerging		Devel	oping	Prof	cient	Distinguished	
7E1) The emerging teach	ner		7D1) The developing t	eacher also	7P1) The proficier	t teacher also	7S1) The distinguished teacher also	
Demonstrates the use of formal and informal assessments to determine progress towards specific learning goals.			Effectively uses multiple formal and informal student assessments to address specific learning goals, including modifications for students with special needs.		Identifies student's prior knowledge, progress during instruction and achievement at the end of an instructional unit to demonstrate individual and whole class learning.		Shares knowledge and expertise with others on the effective use of assessments to generate data demonstrating progress toward individual and whole class learning.	
Score = 0	1	2	3	4	5	6	7	
			Instructional C	uality (1.00 effect s	size)			
Teachers ability to identify essential representations of the subject; guide learning through classroom interactions; monitor learning and provide feedback; attend to affective attributes; and influence student outcomes; Includes students view of the teaching quality. Providing Formative Evaluation (.90 effect size)								
Feedback on teacher	performance; willing	gness to see negat	ive evidence; student	s telling teachers ho	w much/well the	/ have learned		
			Direct Instru	ction (.82 effect siz	e)			
Active learning in class	s. Seven steps includ	de: Define learning	; intentions; aware of	and know success of	riteria of perform	ance; building con	nmitment and engagement in the	
learning task; present	ation of the lesson;	guided practice (w	ork is marked and co	rrective work); closu	ure; and independ	ent practice		
				rity (.75 effect size)				
Important for the tea	cher to communicat	e the intention of	the lesson and the no	tion of what succes	s means for these	intentions		
				edback (.65 effect	•			
Diagnosing what stud	ents find difficult an	d getting students			•	orward)		
				rning (.50 effect siz	-			
Tests and retests of easy material; high pass mark; extra work and retest for those who do not pass or on weak material; numerous feedback loops based on small								
of well-defined appropriately sequenced outcomes								
Testing (.30 effect size) Testing by itself is not as effective as remediation / feedback where the test is used to find what the student needs to improve and they then do corrective work; shou								
• ,			k where the test is us	ed to find what the	student needs to	mprove and they	then do corrective work; should	
provide feedback to t	eacher to be really e	effective						

Growth Guide 7.2 – Hattie Research

Standard 7: Student Assessment and Data Analysis

Quality Indicator 2: Assessment data to improve learning

	Emerging		Develo	oping	Prof	icient	Distinguished	
7E2) The emerging teac	her		7D2) The developing teacher also		7P2) The proficient teacher also		7S2) The distinguished teacher also	
Demonstrates basic strategies for accessing, analyzing and appropriately using information and assessment results to improve learning activities.			Reviews student trend data and growth in learning through a comparison of student work (i.e. pre-/post- test results or similar mechanisms) to inform instructional decisions.		Uses tools such as rubrics, scoring guides, performance analyses, etc., that clearly identify the knowledge and skills intended for students to acquire in well-defined learning goals.		Is able to model and/or share information and expertise with others on the use of a wide variety of assessments and evidence that they improved the effectiveness of instruction.	
Score = 0	1	2	3	4	5	6	7	
				grades (1.44 effect s				
Students knowledgea	ble about their char	ice of success; awa	·	-	·	viii likely perform		
Church and translated dis		h:	Students prior cogni					
Student understandir	ig of their level of ac	nievement and se	f-reported grades (includes: IQ and similar measures) Instructional Quality (1.00 effect size)					
Too shore shility to ide	antify accountial rooms	scontations of the						
	-			subject; guide learning through classroom interactions; monitor learning and provide feedback; atteno des students view of the teaching quality.				
affective attributes, a	na innuence staden	t outcomes, meiu	Providing Formative					
Feedback on teacher	nerformance: willing	ness to see negat		•		v have learned		
recuback on teacher	perrormance, willing	siless to see fiegue	•	edback (.65 effect		y nave learned		
Diagnosing what stud	ents find difficult an	d getting students		•		orward)		
5 5 1111		5 5		on to learn (.48 effe		,		
Student motivation; s	tudents feeling in co	ontrol of their lear	ning experience; remo	oving de-motivators	· · · · · · · · · · · · · · · · · · ·			
Testing (.30 effect size)								
Testing by itself is not provide feedback to t			k where the test is us	ed to find what the	student needs to	improve and they	then do corrective work; should	

Growth Guide 7.3 – Hattie Research

Standard 7: Student Assessment and Data Analysis

Quality Indicator 3: Student-led assessment strategies

	Emerging		Develo	oping	Pro	ficient	Distinguished
7E3) The emerging teacl	ner		7D3) The developing t	eacher also	7P3) The profici	ent teacher also	753) The distinguished teacher also
	rategies and timely de in some personal-goal es		· · ·		for teachin, use assessr thinking ab learning, in personal go unique stud	adapts strategies g students how to nent data in out their own cluding setting hals, based on lent strengths, earning styles.	Model for others how to provide timely descriptive feedback and the engaging of students in establishing personal learning goals, self-assessment, and using evidence to report on their own progress to the teacher, parents, and others.
Score = 0	1	2	3	4	5	6	7
			Self-reported g	grades (1.44 effect s	ize)		
Students knowledgea	ble about their char	nce of success; awa	reness of what they k	know about a subjec	ct and how they	will likely perform	
			Piagetian Prog	grams (1.28 effect si	ize)		
Students knowing the stage and formal oper	•	think and how it is	s constrained by their	stages of developm	nent (sensorimot	or stage, preopera	tional stage, concrete operational
			Students prior cogni	• •	•		
Student understandin	g of their level of ac	chievement and sel	<u> </u>				
			Providing Formative		•		
Feedback on teacher	performance; willing	gness to see negati	ive evidence; student	s telling teachers ho	w much/well th	ey have learned	
			•	ching (.74 effective s			
	-	•	_	=	_		e strategies such as summarizing,
		-		round text. Students	s take turns as te	eacher and lead dia	logue to bring meaning to written
word with assistance	to learn to monitor	their own learning					
				edback (.65 effect			
Diagnosing what stud	ents find difficult an	nd getting students			ssessment (feed	forward)	
				ing (.55 effect size)			
Students teaching each	ch other (peer-expla	ining, peer-checkir				nemselves	
				(cohesion) (.53 effe			
Positive classroom cli	mate; the sense tha	t the teacher and t					
			•	on to learn (.48 effe	•		
Student motivation; s	tudents feeling in co	ontrol of their learr	ning experience; remo	oving de-motivators			

Growth Guide 7.4 – Hattie Research

Standard 7: Student Assessment and Data Analysis

Quality Indicator 4: Effect of instruction on individual/class learning

	Emerging		Develo	oping	Prof	icient	Distinguished
7E4) The emerging teach	her		7D4) The developing t	eacher also	7P4) The proficier	nt teacher also	7S4) The distinguished teacher
							also
Observes the effect whole class learning	t of class instruction o	n individual and	Collects relevant data about curre plan future instru	nt instruction to	of progress of students and order to advi individual's l	whole class in ance each earning of	Is capable of modeling for others the use of ongoing, consistent assessment throughout the instructional process to gather data about
					instructional through mod	•	the effect of instruction to enhance individual and class
					instructional		achievement.
Score = 0	1	2	3	4	5	6	7
			Instructional Q	uality (1.00 effect	size)		
Teachers ability to ide affective attributes; a				-		onitor learning and	provide feedback; attend to
·		•	Providing Formative	<u> </u>			
Feedback on teacher	performance; willing	gness to see negat	ive evidence; student	s telling teachers h	ow much/well the	y have learned	
			Micro Teach	ning (.88 effect size	e)		
Conducting mini-lesso	ons and engaging in	discussions about	the lesson; often invo	lves video-taping			
			Remediation Fe	edback (.65 effect	: size)		
Diagnosing what stud	ents find difficult an	d getting students	to fix it; improving pe	erformance on an a	ssessment (feed f	orward)	
			Mastery Lear	rning (.50 effect size	ze)		
Tests and retests of earlier of well-defined appro			ork and retest for thos	e who do not pass	or on weak materi	al; numerous feed	back loops based on small units
	· ·		Testing	(.30 effect size)			
Testing by itself is not	as effective as rem	ediation / feedbac		•	student needs to	improve and they	then do corrective work; should
provide feedback to to						•	

Growth Guide 7.5 – Hattie Research

Standard 7: Student Assessment and Data Analysis

Quality Indicator 5: Communication of student progress and maintaining records

E	merging		De	veloping	Pro	oficient	Distinguished
7E5) The emerging tead	her		7D5) The develo	pping teacher also	7P5) The proficien	t teacher also	7S5) The distinguished teacher also
Communicates ger progress knowleds ethically based on students, families,	eably, respons appropriate in	ibly, and dicators, to	student pr and respor	nce to communicate ogress, knowledgeably nsibly, based on e indicators.		·	Is able to mentor colleagues in the use of student performance evidence and managing records to effectively communicate student progress.
Score = 0	1	2	3	4	7		
			ı	nstructional Quality (1.00 effect size)		
Teachers ability to id	entify essenti	al representation	s of the subject	; guide learning throu	gh classroom inter	actions; monitor learni	ng and provide feedback; attend to
affective attributes; a	ind influence	student outcome	es; Includes stu	dents view of the teac	hing quality.		
			Provid	ding Formative Evalua	tion (.90 effect si	ze)	
Feedback on teacher	performance	; willingness to se	ee negative evid	lence; students telling	teachers how mu	ch/well they have learn	ied
				Teacher Clarity (.75	effect size)		
Important for the tea	cher to comn	nunicate the inte	ntion of the less	son and the notion of	what success mear	ns for these intentions	

Growth Guide 7.6 – Hattie Research

Standard 7: Student Assessment and Data Analysis

Quality Indicator 6: Collaborative data analysis process

En	nerging		Deve	loping	Profic	ient	Distinguished
7E6) The emerging te	acher		7D6) The developing	teacher also	7P6) The proficient to	eacher also	7S6) The distinguished teacher also
Engages in a coll analysis with col department and	leagues at the		data to measure curricular goals	to share and analyze e accomplishment of to inform grade- el and/or school-wide	Helps to establis and/or participa learning commuland analyze dat accomplishmen goals and plan foodification.	nte in professional unities to share a to measure t of curricular	Acts in a leadership position when working in teams to share and analyze data to measure accomplishment of curricular goals and to use this information to inform his/her instruction.
Score = 0	1	2	3	4	5	6	7
			Providi	ng Formative Evalua	tion (.90 effect size)		
Feedback on teach	er performan	ce; willingne	ss to see negative ev	idence; students telli	ng teachers how mu	ch/well they have	learned
				Micro Teaching (.8	8 effect size)		
Conducting mini-les	ssons and en	gaging in disc	cussions about the le	sson; often involves v	video-taping		
			Professional Dev	elopment on studen	t achievement (.51 e	effect size)	
Staff development practice	and staff trai	ning sessions	; Most effective inclu	uded observations on	actual classroom m	ethods, microtead	hing, video/audio feedback, and

Growth Guide 8.1 – Hattie Research

Standard 8: Professionalism

The teacher is a reflective practitioner who continually assesses the effects of choices and actions on others. The teacher actively seeks out opportunities to grow professionally in order to improve learning for all students.

Quality Indicator 1: Self-assessment and improvement

	Emerging		Devel	oping	Prof	icient	Distinguished
8E1) The emerging	teacher		8D1) The developing	teacher also	8P1) The proficient t	eacher also	8S1) The distinguished teacher also
problem-solvi	s self-assessme ng strategies to der to influence arning.	reflect on	practice and cor this to his/her in	gages in reflective nsistently applies nstructional process uture instruction.	self-assessment strategies which for student grov	ngages in a variety of and problem-solving in have implications with and learning, room and the larger ment.	Models and/or serves as a mentor, in how to engage in reflective practice and in the use of, policies about, and training for using assessment data and other sources of information about student performance.
Score = 0	1	2	3	4	5	6	7
			In	structional Quality	(1.00 effect size)		
Teachers ability t	o identify esse	ential represen	tations of the subjec	t; guide learning th	rough classroom inte	eractions; monitor lea	arning and provide feedback; attend to
affective attribut	es; and influe	nce student ou	tcomes; Includes st	udents view of the t	eaching quality.		
			Providi	ng Formative Evalu	ation (.90 effect size	e)	
Feedback on tead	her performa	nce; willingnes	s to see negative ev	idence; students tel	ling teachers how m	uch/well they have le	earned
				Micro Teaching (.8	88 effect size)		
Conducting mini-	lessons and e	ngaging in disc	ussions about the le	sson; often involves	video-taping		
			Professional Dev	elopment on stude	nt achievement (.51	effect size)	
Staff developmen	nt and staff tra	aining sessions	: Most effective inclu	ided observations o	n actual classroom r	nethods, microteach	ng, video/audio feedback, and
practice							

Growth Guide 8.2 – Hattie Research

Standard 8: Professionalism

Quality Indicator 2: Professional learning

	Emergir	ng		Developing	g	Proficient	Distinguished
8E2) The emerging t	eacher		8D2) The developing	teacher also	8P2) The proficient t	eacher also	8S2) The distinguished teacher also
Is aware of and for professiona	l utilizes resourc I learning.	es available		ge gained from a es to the benefit of classroom.	Shares new kno expertise with o benefit the lear multiple classro	colleagues to rning of students in	Evaluates, procures and creates resources for professional development and actively participates in professional development in the larger professional community.
Score = 0	1	2	3	4	5	6	7
				Micro Teaching (.8	8 effect size)		
Conducting mini-l	essons and eng	gaging in disc	ussions about the les	son; often involves	video-taping		
			Professional Deve	elopment on studen	t achievement (.51	effect size)	
Staff developmen practice	t and staff train	ning sessions	; Most effective inclu	ded observations or	n actual classroom m	ethods, microtead	ching, video/audio feedback, and

Growth Guide 8.3 – Hattie Research

Standard 8: Professionalism

Quality Indicator 3: Professional rights, responsibilities and ethical practices

	merging		Devel	oping	Profi	cient	Distinguished
8E3) The emerging tea	acher		8D3) The developin	g teacher also	8P3) The proficient to	eacher also	8S3) The distinguished teacher also
Demonstrates pr behavior by adhe aligning classroor and school proce	ring to the code on practices to dis	of conduct and	and ensures th	m in all situations nat classroom to district policies			Influences the framing, revision and advocating of policies and procedures that promotes ethical and professional behavior of all educators.
Score = 0	1	2	3	4	5	6	7

Growth Guide 9.1 – Hattie Research

Standard 9: Professional Collaboration

The teacher has effective working relationships with students, parents, school colleagues, and community members.

Quality Indicator 1: Induction and collegial activities

E	merging		Deve	loping	Pro	oficient	Distinguished
9E1) The emerging tea	cher		9D1) The developin	g teacher also	9P1) The proficie	nt teacher also	9S1) The distinguished teacher also
Engages in suppo mission, values ar curriculum and st with their trained relationships in th	nd goals, particip aff development mentor to stren	ates in , and works gthen	including mon	, values and goals, itoring and gress toward these er school	building efford district and contributes and expertis	ages in relationship rts in the school, community and and shares knowledge e in order to assist in e improvement of practice.	Informally (or formally as a mentor) is available as a resource to colleagues in the school and/or district in achieving a shared mission, vision, values and goals and relationship building efforts through collegial activities and the induction process.
Score = 0	1	2	3	4	5	6	7
			М	icro Teaching (.88	effect size)		
Conducting mini-less	sons and engag	ing in discussi	ons about the lesso	n; often involves vi	deo-taping		
		ı	Professional Develo	pment on student	achievement (.51	effect size)	
Staff development a practice	nd staff trainin	g sessions; M	ost effective include	d observations on a	actual classroom n	nethods, microteachir	ng, video/audio feedback, and

Growth Guide 9.2 – Hattie Research

Standard 9: Professional Collaboration

Quality Indicator 2: Collaborating to meet student needs

Eme	erging		Deve	loping	Profi	cient	Distinguished
9E2) The emerging teacher	·		9D2) The developing	ng teacher also	9P2) The proficient t	eacher also	9S2) The distinguished teacher also
Identifies ways to wor system to provide nee individual learners.			level and in the professional of develop strate	rs at the school ne larger	and administrat strategic, schoo address student	orks with colleagues fors to develop I-based systems to t needs and assists in effectiveness of	Is capable of taking a leadership role or serving as an informal resource in working with the larger professional community in how to work with others across the system to identify and provide needed services to support individual learners.
Score = 0	1	2	3	4	5	6	7

Growth Guide 9.3 - Hattie Research

Standard 9: Professional Collaboration

Quality Indicator 3: Cooperative partnerships in support of student learning

Em	nerging		Deve	loping	Profi	cient	Distinguished
9E3) The emerging teacher			9D3) The developing	ng teacher also	9P3) The proficier	t teacher also	9S3) The distinguished teacher also
Develops relationships partnerships with stude students' learning and	ents and families t	•	cultivates new students, fami	es, creates and y partnerships with ilies and community upport students' vell-being.	colleagues ar at the school to develop, n further partn students, fan community n	erships with nilies and	Takes an active leadership role or serve as an informal resource at the school and district level in developing partnerships with students, families and community members to support students' learning and wellbeing.
Score = 0	1	2	3	4	5	6	7
			Teacher-Studen	t relationshins 173	effect size)		

Teacher-Student relationships (.72 effect size)

Interestingly, "when students, parents, teachers and principals were asked about what influences student achievement, all BUT the teachers emphasized the relationships between the teachers and the students." "Building relationships implies agency, efficacy, respect by the teacher for what the student brings to the class (from home, culture, and peers) and recognition of the life of the student." Facilitate student development by demonstrating that they care for the learning of each as a person

Class environment (cohesion) (.53 effect size)

Positive classroom climate; the sense that the teacher and the students are working toward positive learning gains

Parent Involvement (.51 effect size)

Parent aspirations were the most important influence on student achievement whereas external rewards, homework surveillance, negative control and restrictions for unsatisfactory grades. Overall the higher hopes/expectations of parents the greater the students' academic achievement



Proven Practices from Teach Like a Champion by Dr. Doug Lemov

Introduction to Teach Like a Champion

Doug Lemov is a managing director of Uncommon Schools and oversees its True North network. He also trains teachers and school leaders at the sixteen Uncommon schools and nationally. He was the former president of School Performance, an organization that assisted schools in their use of data to drive the decisions they make. He was vice president for accountability at the State University of New York Charter Schools Institute and founder and principal of the Academy of the Pacific Rim Charter School in Boston.

Doug Lemov's Book *Teach Like a Champion* is about the tools of the teaching craft. It describes the tools necessary for success in all classrooms, particularly those with the most challenging student populations.

Throughout my career working in urban public schools as a teacher, trainer, consultant, and administrator, I've had the privilege of watching many champion teachers, often in situations that would overwhelm most of us. These outstanding teachers routinely do what a thousand hand-wringing social programs have found impossible: close the achievement gap between the rich and poor, transform students at risk of failure into achievers and believers, and rewrite the equation of opportunity. And while each of these teachers is unique, their teaching holds certain elements in common.

Basing his work on the books *Built to Last* and *Good to Great* by Jim Collins, Doug Lemov focused on the techniques that appeared to separate the great teacher from the teacher that is merely good. The techniques described are presented in concrete, specific and actionable ways to allow for immediate use by teachers in any classroom. The book also includes a DVD with video clips of teachers using the techniques.

Lemov, Doug. (2010) Teach Like a Champion: 49 Techniques that put students on the path to college. San Francisco, CA: Jossey-Bass.

	Lemo	v: Teach Like a Champion												N	/IO	Sta	nda	ard	s /	Qua	ality	y In	dica	ato	rs												
	Taskaisus	Varidae / Description			ST :	1				S	T 2				ST	3		S	Т 4			ST !	5		S٦	Г6				ST :	7		S	Т 8		ST	9
	Technique	Key Idea / Description	1	2	3	4	5	1	2	3	4	5	6	1	2	3	:	1	2	3	1	2	3	1	2	3	4	1	2	3	4 5	6	1	2	3 1	1 2	3
Set	ting High Acad	demic Expectations																																			
1.	No Opt Out	A sequence that begins with a student unwilling or unable to answer a question ends with that student giving the right answer as often as possible even if they only repeat it.	x		х					x		х									x					х			x								
2.	Right Is Right	Set and defend a high standard of correctness in your classroom	х		х											Х	(х			х		х	х		X						
3.	Stretch It	A sequence of learning does not end with the right answer; reward right answers with follow up questions that extend knowledge and test for reliability (DI)										x				х	•				x								x								
4.	Format Matters	It's not just what students say that matters but how they communicate it. To succeed, students must take their knowledge and express it in the language of opportunity.	х						x			х			x										x	х	х			x							
5.	Without Apology	The skill of not apologizing for students is critical not only in the introduction and framing of material but in reacting to students' response to it.	x						x	х		х				Х	(x									x		x		
Pla	nning That En	sures Academic Achievement																																			
6.	Begin with the End	Teaching by methodically asking how one day's lesson builds off the previous day's, prepares for the next day's and how these three fit into a larger sequence of objectives that leads to mastery.	х		х	х								x		х	•		x										x		x	x	x	x	x >	к х	

	Lemo	v: Teach Like a Champion	ST 1							ST	2			;	ST 3			ST 4	,		ST 5			ST	6			S	T 7			ST	. 8	T	ST 9)
Т	echnique	Key Idea / Description	1	2	3	4	5	1	2	3	4	5	6	1	2	3	1	2	3	1	2	3	1	2	3	4	1	2	3 4	5	6	1	2	3 1	1 2	3
7.	4 Ms	A great lesson objective and therefore a great lesson should be Manageable, Measureable, Made first, and Most important on the path to college (Todd McKee).	х		х	х		х				x		х		х		х	х								x	x				x	x			
8.	Post It	Lesson objective is posted in a visible location – same location every day – and identifies your purpose for teaching that day.												х		х					х		x													
9.	Shortest Path	All things being equal, the simplest explanation or strategy is the best; opt for the most direct route from point to point.										x		x						x			x									x				
10.	Double Plan	It's as important to plan for what students will be doing during each phase of a lesson as it is to plan for what you will be doing and saying.						x			x	x		x		x			х	x	x		x		x	x			x			x	x x	x		
11.	Draw The Map	Control the physical environment to support the specific lesson goal for the day						х			х	х							х	х	х	х														
Stru	cturing & De	livering Your Lessons																																		
12.	The Hook	A short introductory moment that captures what's interesting and engaging about the material and puts it out in front.	x	х		х								х		х							x													
13.	Name The Steps	Subdivide complex skills into component tasks and build knowledge up systematically.	х		х	х								х		х	х	х										x								
14.	Board = Paper	Students learning how to be good students by learning to take notes and retain a record of their knowledge.							х													x				x			x							
15.	Circulate	Moving strategically around the room during all parts of a lesson.									х									х	х															

Lemo	v: Teach Like a Champion			ST :	L				S٦	Г 2				ST 3	}		ST 4	ı		ST 5	,		ST	6			:	ST 7	 7		S	ST 8	,	ST	Г9
Technique	Key Idea / Description	1	2	3	4	5	1	2	3	4	5	6	1	2	3	1	2	3	1	2	3	1	2	3	4	1	2	3	4 5	6	1	2	3	1	2 3
16. Break It Down	In regards to student error or guess, conceptualize the original material as a series of smaller, simpler pieces; build a student's knowledge back up from a point of partial understanding.	x		х	х	х	х		х		х																х								
17. Ratio	Push more and more of the cognitive work out to students as soon as they are ready, with the understanding that the cognitive work must be on-task, focused, and productive.	х		x	х		x	x							x													x							
18. Check For Understanding	Gather data constantly on what students can do while you're teaching and act immediately on that knowledge to inform what you do next and how you do it.	х					x		х		х			х	х										x	x	х	x	x x	(х				
19. At Bats	Lessons should include as many repetitions as possible.						х								х				х																
20. Exit Ticket	Use a single question or short sequence of problems to solve at the close of a class to check for understanding that provides strong data and critical insights.													х					х							x	х								
21. Take A Stand	Push students to actively engage in the ideas around them by making judgments about the answers their peers provide.	х	х	х		х		х				х			x			х					x	x				x							
Engaging Studen	ts In Your Lessons																																		
22. Cold Call	In order to make engaged participation the expectation, call on students regardless of whether they have raised their hands.		х	x						x									х																
23. Call And Response	Use group choral response – you ask; they answer in unison – to build a culture of energetic, positive engagement.		х							х	х																								

Lemo	v: Teach Like a Champion			ST :	1				S	Γ2				ST 3	3		ST 4	4		ST 5	;		ST	6			S	T 7			S	Т 8	T	ST	9
Technique	Key Idea / Description	1	2	3	4	5	1	2	3	4	5	6	1	2	3	1	2	3	1	2	3	1	2	3	4	1	2 3	3 4	5	6	1	2	3	1 2	2 3
24. Pepper	Use fast paced, group-orientated activities to review familiar information and foundational skills.		х																x																
25. Wait Time	Delay a few strategic seconds after you finish asking a question and before you ask a student to begin to answer it.		х																х																
26. Everybody Writes	Set students up for rigorous engagement by giving them the opportunity to reflect first in writing before discussing.		х	х	x	x													x				x	x	x										
27. Vegas	A moment during class when you might observe some production values: music, lights, rhythm, dancing.		x							х									х	x	х				x										
Creating A Strong	g Classroom Culture																																		
28. Entry Routine	Make a habit out of what's efficient, productive, and scholarly after the greeting and as students take their seats and class begins.									х		x							х	х	x	x													
29. Do Now	A short activity written on the board or on desks before students enter that clearly states what to work on and eliminates excuses leading to distractions.		х							х									х	х	х														
30. Tight Transitions	Quick or routine movement from place to place or activity to activity that students can execute without extensive narration by the teacher.		х							х		х							х	х	х														
31. Binder Control	Care enough about and the importance of what you teach to build a system for the storage, organization and recall of what students have learned.			х																х	х														

Lemo	ov: Teach Like a Champion			ST :	ı				ST	2			9	ST 3		S	ST 4			ST 5			ST (6			S	T 7			ST	8	S	T 9
Technique	Key Idea / Description	1	2	3	4	5	1	2	3	4	5	6	1	2	3	1	2	3	1	2	3	1	2	3	4	1	2 3	4	5	6	1 2	2 3	1	2 3
32. SLANT	Key behaviors that maximize students' ability to pay attention: Sit up; Listen; Ask & answer questions; Nod your head; Track the speaker.		х							x				x					х		x						х	(
33. On Your Mark	Show students how to prepare for a lesson to begin and expect them to do so every day.							х		х					X				х	x	х						×	(
34. Seat Signals	Develop a set of signals for common needs, especially those that require or allow students to get out of their seats.									х									х	x	х	x												
35. Props	Public praise for students who demonstrate excellence or exemplify virtues.									х									x		х											х		
Setting & Maint	aining High Behavioral Expectations																																	
36. 100 Percent	There's one acceptable percentage of students following a direction: 100%. Less and your authority is subject to interpretation, situation, and motivation.									x									х							x						х		
37. What To Do	Give directions to students in a way that provides clear and useful guidance – enough to allow any student who wanted to do as asked to do so easily.									х									х	х	х	x										х		
38. Strong Voice	Establish control, command and benign authority that make the use of excessive consequences unnecessary.									x									х	x	х										x	х		
39. Do It Again	Doing it again and doing it right or better or perfect is often the best consequence.								х	х									x							x :	x							

Lemo	v: Teach Like a Champion			ST :	L				Sī	۲2				ST 3	3		ST 4	1		ST 5	;		ST	6			S	T 7			ST	8		ST 9
Technique	Key Idea / Description	1	2	3	4	5	1	2	3	4	5	6	1	2	3	1	2	3	1	2	3	1	2	3	4	1	2 3	4	5	6	1 2	2 3	3 1	2
40. Sweat The Details	To reach the highest standards, you must create the perception of order.									х									х													,	ĸ	
41. Threshold	When students cross the threshold into the classroom, you must remind them of the expectations: establish rapport, set the tone, and reinforce the first steps in a routine that makes excellence habitual.									х									х	х	х	х												
42. No Warnings	Use minor interventions and small consequences administered fairly and without hesitation before a situation gets emotional is the key to maintaining control and earning student respect.									х									х	х	х											2	ĸ	
Building Charact	er And Trust																						•											
43. Positive Framing	Make corrections consistently and positively. Narrate the world you want your students to see even while you are relentlessly improving it.					x				x					х				х		х											2	ĸ	
44. Precise Praise	Use positive reinforcement as a powerful classroom tool						х			х		х							х		х											,	ĸ	
45. Warm/ Strict	At exactly the same time, be both warm (caring, funny, concerned, nurturing) and strict (by the book, relentless, and sometimes inflexible).						х			х									х												x	3	ĸ	
46. The J Factor	Find and promote the joy of learning to achieve a happy and high-achieving classroom.									х									х		х										х			

Lemo	v: Teach Like a Champion			ST	1				ST 2	2				ST 3	}		ST 4	1		ST !	5		ST	۲6				ST	7			ST 8	3	S	T 9
Technique	Key Idea / Description	1	2	3	4	5	1	. 2	3	4	5	6	1	2	3	1	2	3	1	2	3	1	2	3	4	1	2	3	4	5 (5 1	2	3	1	2 3
47. Emotional Constancy	Model the modulation of emotions (no explosions) and tie emotions to student achievement not the emotions of students you teach.									x																					x	x	х		
48. Explain Everything	Make expectations clear, rational and logical; remind students why they do what they do and ground the explanation in the mission: getting to college (future success).									х					х				х									x					x		
49. Normalize Error	Getting it wrong and then getting it right is the fundamental process of schooling; respond to both parts of the sequence as if they were totally and completely normal.						,	к	x	х	x								x								х	x					х		
Improving Your F	Pacing																																		
Change the Pace	Use a variety of activities to accomplish the lesson's objective and move from one to the other throughout the course of a lesson.	х	x	x	x	х								x	x		х	х							x				x						
Brighten Lines	Make learning activities begin and end crisply and clearly.	х	x											х						х															
All Hands	Shift rapidly among and involving a wide array of participants.	х	x)	(x				х				х		х	х														
Every Minute Matters	Keep a series of short learning activities ready to you're prepared when a two minute opportunity emerges.	x	x						x					x			x															x			
Look Forward	Use mild suspense to create tension, excitement and anticipation	х	х	x	x														x		х											х			
Work the Clock	Count time down, parcel it out in highly specific increments often announcing an allotted time for each activity.	х	х						x	х									x																

Lemo	v: Teach Like a Champion			ST :	1				S	T 2			S	Т3			ST 4	ı		ST	5		ST	6			S	T 7			ST	8		ST 9	•
Technique	Key Idea / Description	1	2	3	4	5	1	2	3	4	5	6	1	2	3	1	2	3	1	2	3	1	2	3	4	1	2 3	4	5	6	1 2	2 3	3 1	2	3
Challenging Stud	lents To Think Critically																																		
One At A Time	Ask only one question at a time, not a sequence of them.			х	х										X	х						x													
Simple To Complex	Initially engage students' thinking about a topic in contained, concrete ways and then push them to think more deeply and broadly.		x	x	x	x			x		x	(x		x																			
Verbatim (No Bait & Switch)	When repeating a question, be sure to ask it exactly the same way.															х						х													
Clear and Concise	Make questions as clear and concise as possible.															х						x													
Stock Questions	Use similar sequences of questioning applied over and over in different settings.			x	x											х																			
Hit Rate	The rate at which students answer questions correctly should not be 100% (unless reviewing, questions should be harder) nor should it be below 2 out of 3 (there is a problem with how material was presented or the alignment of questions to that material since students are not showing you mastery).			×			x		x	x				x		x										x	×	x							

Doug Lemov separates his techniques into 9 separate categories.

The charts below indicate how many Missouri Indicators align to techniques in each of the categories.

		Setting High Academic Expectations	35 MO Indicators
2.	Right Is Right	Set and defend a high standard of correctness in your classroom	8
4.	Format Matters	It's not just what students say that matters but how they communicate it. To succeed, students must take their knowledge and express it in the language of opportunity.	8
5.	Without Apology	The skill of not apologizing for students is critical not only in the introduction and framing of material but in reacting to students' response to it.	8
1.	No Opt Out	A sequence that begins with a student unwilling or unable to answer a question ends with that student giving the right answer as often as possible even if they only repeat it.	7
3.	Stretch It	A sequence of learning does not end with the right answer; reward right answers with follow up questions that extend knowledge and test for reliability (DI)	4

Plan	nning That Ensures Academic Achievement	58 MO Indicators
10. Double Plan	It's as important to plan for what students will be doing during each phase of a lesson as it is to plan for what you will be doing and saying.	15
6. Begin with the End	Teaching by methodically asking how one day's lesson builds off the previous day's, prepares for the next day's and how these three fit into a larger sequence of objectives that leads to mastery.	14
7. 4 Ms	A great lesson objective and therefore a great lesson should be Manageable, Measureable, Made first, and Most important on the path to college (Todd McKee).	13
11. Draw The Map	Control the physical environment to support the specific lesson goal for the day	7
9. Shortest Path	All things being equal, the simplest explanation or strategy is the best; opt for the most direct route from point to point.	5
8. Post It	Lesson objective is posted in a visible location – same location every day – and identifies your purpose for teaching that day.	4

	Structuring & Delivering Your Lessons	68 MO Indicators
18. Check For Understanding	Gather data constantly on what students can do while you're teaching and act immediately on that knowledge to inform what you do next and how you do it.	13
21. Take A Stand	Push students to actively engage in the ideas around them by making judgments about the answers their peers provide.	11
13. Name The Steps	Subdivide complex skills into component tasks and build knowledge up systematically.	8
16. Break It Down	In regards to student error or guess, conceptualize the original material as a series of smaller, simpler pieces; build a student's knowledge back up from a point of partial understanding.	8
17. Ratio	Push more and more of the cognitive work out to students as soon as they are ready, with the understanding that the cognitive work must be on-task, focused, and productive.	8
12. The Hook	A short introductory moment that captures what's interesting and engaging about the material and puts it out in front.	6
20. Exit Ticket	Use a single question or short sequence of problems to solve at the close of a class to check for understanding that provides strong data and critical insights.	4
14. Board = Paper	Students learning how to be good students by learning to take notes and retain a record of their knowledge.	4
15. Circulate	Moving strategically around the room during all parts of a lesson.	3
19. At Bats	Lessons should include as many repetitions as possible.	3

	Engaging Students In Your Lessons	25 MO Indicators
26. Everybody Writes	Set students up for rigorous engagement by giving them the opportunity to reflect first in writing before discussing.	8
27. Vegas	A moment during class when you might observe some production values: music, lights, rhythm, dancing.	6
22. Cold Call	In order to make engaged participation the expectation, call on students regardless of whether they have raised their hands.	4
23. Call And Response	Use group choral response – you ask; they answer in unison – to build a culture of energetic, positive engagement.	3
24. Pepper	Use fast paced, group-orientated activities to review familiar information and foundational skills.	2
25. Wait Time	Delay a few strategic seconds after you finish asking a question and before you ask a student to begin answer it.	2

	Creating A Strong Classroom Culture	42 MO Indicators
33. On Your Mark	Show students how to prepare for a lesson to begin and expect them to do so every day.	7
28. Entry Routine	Make a habit out of what's efficient, productive, and scholarly after the greeting and as students take their seats and class begins.	6
30. Tight Transitions	Quick or routine movement from place to place or activity to activity that students can execute without extensive narration by the teacher.	6
32. SLANT	Key behaviors that maximize students' ability to pay attention: Sit up; Listen; Ask & answer questions; Nod your head; Track the speaker.	6
29. Do Now	A short activity written on the board or on desks before students enter that clearly states what to work on and eliminates excuses leading to distractions.	5
34. Seat Signals	Develop a set of signals for common needs, especially those that require or allow students to get out of their seats.	5
35. Props	Public praise for students who demonstrate excellence or exemplify virtues.	4
31. Binder Control	Care enough about and the importance of what you teach to build a system for the storage, organization and recall of what students have learned.	3

Setting	& Maintaining High Behavioral Expectations	34 MO Indicators
37. What To Do	Give directions to students in a way that provides clear and useful guidance – enough to allow any student who wanted to do as asked to do so easily.	6
38. Strong Voice	Establish control, command and benign authority that make the use of excessive consequences unnecessary.	6
39. Do It Again	Doing it again and doing it right or better or perfect is often the best consequence.	5
41. Threshold	When students cross the threshold into the classroom, you must remind them of the expectations: establish rapport, set the tone, and reinforce the first steps in a routine that makes excellence habitual.	5
42. No Warnings	Use minor interventions and small consequences administered fairly and without hesitation before a situation gets emotional is the key to maintaining control and earning student respect.	5
36. 100 Percent	There's one acceptable percentage of students following a direction: 100%. Less and your authority is subject to interpretation, situation, and motivation.	4
40. Sweat The Details	To reach the highest standards, you must create the perception of order.	3

Building Character And Trust		39 MO Indicators
49. Normalize Error	Getting it wrong and then getting it right is the fundamental process of schooling; respond to both parts of the sequence as if they were totally and completely normal.	9
43. Positive Framing	Make corrections consistently and positively. Narrate the world you want your students to see even while you are relentlessly improving it.	6
44. Precise Praise	Use positive reinforcement as a powerful classroom tool	6
45. Warm/Strict	At exactly the same time, be both warm (caring, funny, concerned, nurturing) and strict (by the book, relentless, and sometimes inflexible).	5
48. Explain Everything	Make expectations clear, rational and logical; remind students why they do what they do and ground the explanation in the mission: getting to college (future success).	5
46. The J Factor	Find and promote the joy of learning to achieve a happy and high-achieving classroom.	4
47. Emotional Constancy	Model the modulation of emotions (no explosions) and tie emotions to student achievement not the emotions of students you teach.	4

Improving Your Pacing		41 MO Indicators
Change the Pace	Use a variety of activities to accomplish the lesson's objective and move from one to the other throughout the course of a lesson.	11
All Hands	Shift rapidly among and involving a wide array of participants.	8
Look Forward	Use mild suspense to create tension, excitement and anticipation	7
Every Minute Matters	Keep a series of short learning activities ready to you're prepared when a two minute opportunity emerges.	6
Work the Clock	Count time down, parcel it out in highly specific increments often announcing an allotted time for each activity.	5
Brighten Lines	Make learning activities begin and end crisply and clearly.	4

	Challenging Students To Think Critically				
Hit Rate	The rate at which students answer questions correctly should not be 100% (unless reviewing, questions should be harder) nor should it be below 2 out of 3 (there is a problem with how material was presented or the alignment of questions to that material since students are not showing you mastery).	9			
Simple To Complex	Initially engage students' thinking about a topic in contained, concrete ways and then push them to think more deeply and broadly.	8			
One At A Time	Ask only one question at a time, not a sequence of them.	5			
Stock Questions	Use similar sequences of questioning applied over and over in different settings.	3			
Verbatim (No Bait & Switch)	When repeating a question, be sure to ask it exactly the same way.	2			
Clear and Concise	Make questions as clear and concise as possible.	2			

Growth Guide 1.1 – Teach Like a Champion Techniques

Standard 1: Content knowledge aligned with appropriate instruction.

The teacher understands the central concepts, structures, and tools of inquiry of the discipline(s) and creates learning experiences that make these aspects of subject matter meaningful and engaging for students.

Quality Indicator 1: Content knowledge and academic language

Emerging			Developing		Proficient		Distinguished	
1E1) The emerging teach	er		1D1) The developing tea	acher also	1P1) The proficient teacher also		1S1) The distinguished	
							teacher also	
					_			
Knows and can demonstrate breadth and depth of			Delivers accurate co			information into	Has mastery of taught	
content knowledge a		es the meaning	learning experien	_		l units and lessons	subjects and continually	
of academic language	e.		supplemental resou			olid knowledge of	infuses new research-	
			incorporates acade		•	nt concepts of the	based content knowledge	
		1	into learning activit		discipline.	T	into instruction.	
Score = 0	1	2	3	4	5	6	7	
A	dan a carata a cara da cara			No Opt Out	ati da a sha a ataba			
A sequence that beg	gins with a studen	t unwilling or unable	to answer a question ends v	Student	giving the right ansv	ver as often as possible	e even if they only repeat it.	
Provides answer and studen	t rangate it; anoth	or student provides	answer and first student		raid work or failura			
repeats; provide cue and stu				Is not able to avoid work or failure Becomes increasingly familiar with success because they answer questions correctly more				
and first student uses it to a		id the answer, anoth	er student provides a cue	often				
			Technique2:	: Right is Right				
		Set	and defend a high standard	•	your classroom			
Teacher				Student				
Do not accept partially or all	most right answer	s; hold out for all the	e way; make students	Strives to provio	de precise answers t	o specific questions as	sked	
answer the question you ask	ked and when you	ask it (don't let then	n get ahead of you); have	Believes they ar	re capable of getting	answers as right as st	udents anywhere else	
students use technical vocabulary; tell students they are almost there or almost correct			ere or almost correct until					
they are 100% correct								
			•	ormat Matters				
	students say that i	matters but how the	y communicate it. To succee		take their knowledg	e and express it in the	language of opportunity.	
Teacher	l by roquiring com	nloto contoncoc and	proficient grammar	Student Take knowledge and express it in a variety of clear and effective formats to fit the demands				
Prepare students to succeed by requiring complete sentences and proficient grammar Format Expectations: grammatical; complete sentence; audible; and unit			Take knowledge and express it in a variety of clear and effective formats to fit the demands of the situation and of society;					
Torride Expectations, graining		/ithout Apology	una or society,					
The s	kill of not apologi	zing for students is c	ritical not only in the introdu		g of material but in r	eacting to students' re	esponse to it.	
Teacher	, 0	<u> </u>	,	Student				
Reframe from apologizing fo	or what we teach l	by assuming somethi	ng will be boring; blaming	Self-perception	is raised because th	ey know they can han	dle any content, no matter how	
it (we have to learn it); or no	ot making it access	sible		difficult				
				They discover interest in content they might not have thought would be interesting				

gin with the End
s for the next day's and all three fit into a larger sequence of objectives that leads to mastery.
Student
(Not executed live in front of students; it's the preparation done before teaching. This
technique will result in students experience cohesive, learning progressions)
e7: 4 Ms
asureable, Made first, and Most important on the path to college (Todd McKee).
Student
(Not executed live in front of students; it's the preparation done before teaching. This
technique will result in student learning driven by useful, effective lesson objectives)
2: The Hook
ing and engaging about the material and puts it out in front.
Student
Is inspired and excited about the content that is about to be learned
Willingly takes the first step into the learning
Name the Steps
isks and build knowledge up systematically.
Student
Learn steps and use this road map as they progress towards mastery (competence)
Explains the process while another student does the process. Provides a process that the
student can use as they work to remember content
Break it Down
r, simpler pieces; build a student's knowledge back up from a point of partial understanding.
Student
Commits error but whose learning is then facilitated to result in a correct answer
2 17: Ratio
ith the understanding that the cognitive work must be on-task, focused, and productive.
Student
Engages in increased doses of cognitive work as soon as they are ready (but not before)
Engages in larger and larger shares of the right work – focused and productive

Technique 18: Chec	k for Understanding
Gather data constantly on what students can do while you're teaching and act	
Teacher Check for understanding and do something about it "right away" Gather data (think of answers to your questions as data); use questions to generate a deeper understanding that you can act on; observation (students indicating non-verbally that they have achieved mastery) Respond to the data; the shorter the delay between recognizing a lack of mastery and fixing it the more likely the intervention will be effective; Fixing it can include re-teaching by: a different approach; identifying and re-teaching the problem step; identifying and explaining difficult terms; a slower pace; using a different order; and identifying students of concern. Technique 21:	Student Gives off data on the degree of their understanding and mastery of content through the answers they provide
Push students to actively engage in the ideas around them be	
Teacher Push students to assess the responses of other students (can be whole class, evaluative, verbal or signaled through a gesture). Don't ask if they agree, but make students accountable for mentally engaged judgments rather than empty and obligatory participation (have students defend their judgment and do this technique for both correct and incorrect answers).	Student Actively engages in the ideas around them by making judgments about the answers their peers provide. Are open to having their ideas be assessed by peers as well
Change	the Pace
Use a variety of activities to accomplish your objective and m	nove from one to the other throughout the course of a lesson
Teacher People of all ages tend to lose focus after ten minutes, so do something new to engage them. Creation an illusion of speed by using a variety throughout the lesson	Student Is energized as a part of the learning process Feels as if they are moving quickly from activity to activity
Brighte	n Lines
Draw bright clear lines at the	
Teacher Beginnings and endings that are clearly visible are more likely to be perceived as reference points and creates the perception you have done multiple, discrete thing.	Student Experiences the "starts" and "stops" of different lesson activities
All H	ands
Shift rapidly among and involv	
Teacher Shifting among participants creates a reference point which signals that something has changed, something has begun or ended. Manage questions, requests, and comments that are off task or persist on a topic you are ready to dispense with	Student Feels engaged along with other students in the classroom
•	ite Matters
Time is water in the desert, a teacher's most p	
Teacher Keep a series of short learning activities ready so you're prepared when a two-minute opportunity emerges (end of class, in the hallway, waiting for buses, etc.). Look F	Student Experiences no wasted time; comes to understand that the learning process is one in which every minute counts orward
Mild suspense creates tension, exciter	
Teacher Make your pacing feel more vibrant by building in some type of mild suspense into your learning objective	Student Is motivated to see the learning through to the end (how it turns out) Wants to know what is coming next

Work the Clock					
Time: count it down, parcel it out in highly specific increments, announce an allotted time for each activity					
Teacher Student					
Mix in frequent countdowns to pace the class in completing tasks and emphasize the	Is better able to keep up with the learning objectives and with the flow of the lesson				
importance of each second; continually set goals for your class's speed in meeting	Experience a sense of accomplishment as they work through each increment				
expectations					

Growth Guide 1.2 – Teach Like a Champion Techniques

Standard 1: Content knowledge aligned with appropriate instruction.

Quality Indicator 2: Student engagement in subject matter

En	Devel	Developing		icient	Distinguished			
1E2) The emerging teacher			1D2) The develo	ping teacher	1P2) The proficient teacher also		1S2) The distinguished teacher	
1E2) The emerging teacher Chooses from multiple sources to engage student interest and activity in the content.			also Uses a varie	ety of ed instructional which y engage	1P2) The proficient teacher also Uses specific instructional strategies to engage students and advance each individual student's learning as evidenced by student data.		also Moves fluidly between differentiated instructional strategies based on the unique learning needs and situations of the students resulting in deeper student knowledge and understanding in the	
							content area.	
Score = 0	1	2	3	4	5	6	7	
Technique A short introductory moment that captures what's interest Teacher Prepare students to be brought into the content; use a brief story, analogy, prop, media, status challenge, etc to engage student attention and build interest Technique 2 Push students to actively engage in the ideas around them Teacher Push students to assess the responses of other students (can be whole class, evaluative, verbal or signaled through a gesture). Don't ask if they agree, but make students accountable for mentally engaged judgments rather than empty and obligatory participation (have students defend their judgment and do this technique for both correct and incorrect answers).				Student Is inspired and Willingly takes 21: Take a Stand m by making judgm Student Actively engage peers provide. Are open to ha	excited about the c the first step into th ents about the ansv es in the ideas arou	ontent that is about ne learning	to be learned ide. udgments about the answers their	
	In order to make er	ngaged participation	•		dless of whether the	ey have raised their h	nands.	
Teacher Choose one student to speak the answer out loud while all students answer in their minds Allows you to check for understanding effectively and systematically increases speed in terms of pacing and rate at which material is covered, and distribute work broadly and more fully. It is predictive (students come to expect it); is systematic (universal and impersonal); is positive (students know you think they can answer the question); is a scaffold to deeper learning (start with simple and move to progressively harder).						because they think to the que	they are about to be called on.	

Technique 23: C	all and Response				
Use group choral response – you ask; they answer in unis	on – to build a culture of energetic, positive engagement.				
Teacher Use to accomplish academic review and reinforcement, high-energy fun, and behavioral reinforcement. Types include repeat, report, reinforce, review and solve.	Student Provides answers with other classmates.				
	24: Pepper				
·	view familiar information and foundational skills.				
Teacher	Student				
Toss questions to a group of students quickly; if its right, teacher asks another student a new question; if it's wrong the same questions is asked to a new student. Maintain a fast pace and be unpredictable.	Answers question randomly as a part of a group of students receiving teacher questions given quickly and unpredictably.				
	5: Wait Time				
Delay a few strategic seconds after you finish asking a q	uestion and before you ask a student to begin answer it.				
Teacher Use of 3-5 seconds increases length and correctness of responses; decreases number of failures; increases number of volunteers; and increases use of evidence. Use narration during the wait time period to incent and reinforce specific behaviors most productive to students.	Student Generates richer, more reflective and well developed answers during the wait time				
Technique 26: E	verybody Writes				
Set students up for rigorous engagement by giving them t	he opportunity to reflect first in writing before discussing.				
Teacher Ask all students to prepare for more ambitious thinking and discussion by reflecting in writing for a short interval. Benefits include selection of effective responses by circulating and reading over shoulders; you know everyone is prepared with something to share; allows you to involve everyone; processing thoughts refines them; steers students in a direction you think especially fruitful; and students remember twice as much.	Student Is challenged intellectually and is engaged The quality of the ideas and their writing improves				
	27: Vegas				
	ne production values: music, lights, rhythm, dancing.				
Teacher Use it to reinforce not just academics but the day's learning objective; its upbeat but often short, sweet and on point – once it's done, it's done.	Student Is more highly engaged due to the excitement, the spontaneity and fun of learning				
Technique	29: Do Now				
A short activity written on the board or on desks before students enter that	clearly states what to work on and eliminates excuses leading to distractions.				
Teacher Effectively uses this by ensuring students can complete it without directions or discussion with others; takes three to five minutes; creates a written product; and previews the day's lesson.	Student Is hard at work even before you fully enter the room or into the lesson Is productive during every minute and ready for instruction when you start; has done the anticipatory set and is thinking about what is coming.				
	Fight Transitions				
Quick or routine movement from place to place or activity to activity that students can execute without extensive narration by the teacher.					
Teacher Protects the most important resource: time. Teach transitions in steps (maybe even number them); use point to point movement (identify a location that students move to and then stop); to focus on speed, practice transitions against the clock (motivates students to improve); control what students say during the transition (if they are quick enough, it can be done in silence); and provide consistent enforcement (always do it the right way). *this applies to the movement of materials as well as students	Student Knows exactly what to do, where to do it, and how to do it and can do it quickly without needing additional information from the teacher				

Technique	2 32: SLANT
	p; Listen; Ask & answer questions; Nod your head; Track the speaker.
Teacher	Student
Serves as shorthand for reminding students to be attentive and ready learners. Develop non-	Understands what the letters of the acronym means and can successfully adjust their
verbal signals allowing you to remind them without interrupting what you're otherwise	behavior to comply with the direction for each.
doing.	
-	the Pace
	nove from one to the other throughout the course of a lesson
Teacher	Student
People of all ages tend to lose focus after ten minutes, so do something new to engage	Is energized as a part of the learning process
them.	Feels as if they are moving quickly from activity to activity
Creation an illusion of speed by using a variety throughout the lesson	
	en Lines
Draw bright clear lines at the	beginning and end of a lesson
Teacher	Student
Beginnings and endings that are clearly visible are more likely to be perceived as reference	Experiences the "starts" and "stops" of different lesson activities
points and creates the perception you have done multiple, discrete thing.	
All H	lands
Shift rapidly among and involv	ring a wide array of participants
Teacher	Student
Shifting among participants creates a reference point which signals that something has	Feels engaged along with other students in the classroom
changed, something has begun or ended.	
Manage questions, requests, and comments that are off task or persist on a topic you are	
ready to dispense with	
· ·	ute Matters
,	precious resource; You can always be teaching
Teacher	Student
Keep a series of short learning activities ready so you're prepared when a two-minute	Experiences no wasted time; comes to understand that the learning process is one in which
opportunity emerges (end of class, in the hallway, waiting for buses, etc.).	every minute counts
	forward
·	ment and anticipation around learning
Teacher	Student
Make your pacing feel more vibrant by building in some type of mild suspense into your	Is motivated to see the learning through to the end (how it turns out)
learning objective	Wants to know what is coming next
	he Clock
71 371	crements, announce an allotted time for each activity
Teacher Mix in frequent countdowns to pace the class in completing tacks and emphasize the	Student Is better able to keep up with the learning chiestives and with the flow of the lessen
Mix in frequent countdowns to pace the class in completing tasks and emphasize the importance of each second; continually set goals for your class's speed in meeting	Is better able to keep up with the learning objectives and with the flow of the lesson Experience a sense of accomplishment as they work through each increment
expectations	Experience a sense of accomplishment as they work through each increment
'	o Complex
	ess from simple to complex
Teacher	Student
Effective questions initially engages students' thinking about a topic in contained and	Activates their memory of relevant facts and details to support their opinions; develops and
concrete ways and then pushes them to think more deeply and broadly	reflects on ideas, turning them into insights before being called on to share them in public
consider ways and then pushes them to think more deeply and broadly	remeded on recess, carrying them into insignite seriore sering cancer on to share them in public

Growth Guide 1.3 – Teach Like a Champion Techniques

Standard 1: Content knowledge aligned with appropriate instruction.

Quality Indicator 3: Disciplinary research and inquiry methodologies

Emerging		Developing		Proficient		Distinguished		
1E3) The emerging teacher		1D3) The developing teacher also		1P3) The proficient teacher		1S3) The distinguished teacher		
				also		also		
Introduces stude	ents to various metho	ods of inquiry	Employs student- inquiry					
and research me	thodologies.		instructional appro	aches to build	Develops strategies to		Acquires and shares new	
			capacity for all stu	dents on	engage students in the		knowledge on inquiry and	
			research methodo	logies.	processes of inquiry and		research methodologies	
					research pe	rtinent to the	that improve student	
					discipline be	ing taught.	learning.	
Score = 0	1	2	3	4	5	6	7	
			Technique1	: No Opt Out				
A sequence tha	t begins with a student	unwilling or unable	to answer a question ends	with that student	giving the right ansv	ver as often as possi	ible even if they only repeat it.	
Teacher				Student				
			answer and first student		Is not able to avoid work or failure			
		d the answer; anoth	er student provides a cue		Becomes increasingly familiar with success because they answer questions correctly more			
and first student uses it	to answer correctly		T	often				
		Co+	rechniquez and defend a high standard	Right is Right	vour classroom			
Teacher		361	and defend a flight standard	Student	your classroom			
Do not accept partially	or almost right answer	s: hold out for all the	way: make students		de precise answers t	o specific questions	asked	
	_		n get ahead of you); have	·	•		students anywhere else	
	-	•	ere or almost correct until	,	, ,		•	
they are 100% correct		,						
				egin with the End				
Teaching by method	cally asking how one d	ay's lesson builds of	f the previous day's, prepar	es for the next day	y's and all three fit in	nto a larger sequenc	e of objectives that leads to mastery.	
Teacher				Student				
Progress from unit plan								
goal of each lesson; determine how to assess your effectiveness in reaching your goal; and			(Not executed live in front of students; it's the preparation done before teaching. This technique will result in students experience cohesive, learning progressions)					
decide on your activity				esult in students exp	berience cohesive, l	earning progressions)		
A great le	A great lesson objective and therefore a great lesson should be Manageable, Me			ue7: 4 Ms easureable, Made	first, and Most impo	ortant on the path t	o college (Todd McKee).	
Teacher	,	<u> </u>	<u> </u>	Student		,	,	
Great objectives are ma	inageable (has size & s	cope to be taught in	a single lesson);					
-		• • • • • • • • • • • • • • • • • • • •	de first (guides activities);	(Not executed live in front of students; it's the preparation done before teaching. This				
and most important (fo	cuses on the most esse	ential learning there	is).	technique will r	esult in student lear	ning driven by usefo	ul, effective lesson objectives)	

Technique 13:	Name the Steps
	asks and build knowledge up systematically.
Teacher	Student
Identify the steps; make them sticky (memorable and stick in students' minds); build the	Learn steps and use this road map as they progress towards mastery (competence)
steps; use two stairways (explaining the process and doing the process)	Explains the process while another student does the process. Provides a process that the
	student can use as they work to remember content
Technique 16:	Break it Down
In regards to student error or guess, conceptualize the original material as a series of smalle	r, simpler pieces; build a student's knowledge back up from a point of partial understanding.
Teacher	Student
Go back and ask a question or present information that bridges the part of the material that	Commits error but whose learning is then facilitated to result in a correct answer
they think most likely caused the error	
Provide the smallest hint possible and yet still enable a student to answer correctly	
Provide an answer, context, rule or missing (or first) step; rollback (repeat answer back);	
eliminate false choices (take away incorrect possibilities).	
·	e 17: Ratio
	ith the understanding that the cognitive work must be on-task, focused, and productive.
Teacher	Student
Unbundle (sharing more with more students and forcing them to react with one another);	Engages in increased doses of cognitive work as soon as they are ready (but not before)
half-statement (students complete the idea); what's next? (asking about process and	Engages in larger and larger shares of the right work – focused and productive
product both); feign ignorance (pretend you don't know); repeated examples (especially	
rigorous when you set the terms for how it must be different than the one that proceeded	
it); rephrase or add on (improving an answer); whys and hows (explaining the thinking); supporting evidence (constantly ask about the evidence that supports it); batch process	
(allow a short series of student comments to be made directly following and in response to,	
one another); and discussion objectives (focus discussions on the most productive and	
rigorous points).	
	। : Take a Stand
·	by making judgments about the answers their peers provide.
Teacher	Student
Push students to assess the responses of other students (can be whole class, evaluative,	Actively engages in the ideas around them by making judgments about the answers their
verbal or signaled through a gesture).	peers provide.
Don't ask if they agree, but make students accountable for mentally engaged judgments	Are open to having their ideas be assessed by peers as well
rather than empty and obligatory participation (have students defend their judgment and do	, pass as
this technique for both correct and incorrect answers).	
· · · · · · · · · · · · · · · · · · ·	22: Cold Call
·	n students regardless of whether they have raised their hands.
Teacher	Student
Choose one student to speak the answer out loud while all students answer in their minds	All students answer in their minds because they think they are about to be called on.
Allows you to check for understanding effectively and systematically increases speed in	Knows that the teacher thinks they can answer the question.
terms of pacing and rate at which material is covered, and distribute work broadly and more	
fully. It is predictive (students come to expect it); is systematic (universal and impersonal); is	
positive (students know you think they can answer the question); is a scaffold to deeper	
learning (start with simple and move to progressively harder).	
	verybody Writes
	the opportunity to reflect first in writing before discussing.
Teacher	Student
Ask all students to prepare for more ambitious thinking and discussion by reflecting in	Is challenged intellectually and is engaged
writing for a short interval. Benefits include selection of effective responses by circulating	The quality of the ideas and their writing improves
and reading over shoulders; you know everyone is prepared with something to share; allows	
you to involve everyone; processing thoughts refines them; steers students in a direction	
you think especially fruitful; and students remember twice as much.	

Tochnique 21: F	Binder Control			
Care enough about and the importance of what you teach to build a syster				
Feacher Student				
	Maintains all notes and materials in an organized manner consistent with all of the other			
	students.			
papers (perhaps assign a number to all materials).				
Change th	he Pace			
Use a variety of activities to accomplish your objective and mo	ove from one to the other throughout the course of a lesson			
	Student			
	Is energized as a part of the learning process			
them.	Feels as if they are moving quickly from activity to activity			
Creation an illusion of speed by using a variety throughout the lesson				
Look For				
Mild suspense creates tension, excitem				
	Student			
, , , , , , , , , , , , , , , , , , , ,	Is motivated to see the learning through to the end (how it turns out)			
	Wants to know what is coming next			
One at a				
Ask one questi				
	Student			
	Develops one idea at a time in response to the specific question you asked			
students focus on developing one idea at a time and to focus you on questioning with a				
specific goal or purpose in mind.	Complete			
Simple to 0 Ask questions that progress	·			
	Student			
	Activates their memory of relevant facts and details to support their opinions; develops and			
	reflects on ideas, turning them into insights before being called on to share them in public			
Stock Qui				
Similar sequences of questions applied				
	Student			
	Answers are linked to answers provided before and after the one they answered			
Hit R				
The rate at which students answer the teacher's questions correct	tly (or adequately and thoroughly if there's no firm right answer)			
	Student			
If the hit rate is 100%, it's probably time to ask harder questions (unless you've just wrapped	Is challenged with questions that are not too hard or unfair, but are not too easy either			
up a review) and if it is below 2 out of 3 (67%) there is a problem with how you presented	Stretches their thinking without being impossible; students are bored with easy content			
material or how aligned your questions are to that material.				

Growth Guide 1.4 – Teach Like a Champion Techniques

Standard 1: Content knowledge aligned with appropriate instruction.

Quality Indicator 4: Interdisciplinary instruction

Emerging			Develop	ing	Prof	icient	Distinguished	
1E4) The emerging teacher			1D4) The developing teacher also		1P4) The proficient teacher also		1S4) The distinguished teacher also	
Demonstrates the ability to make interdisciplinary content connections during instruction.		Implements meaningful interdisciplinary learning experiences that require students to apply disciplinary knowledge.		Develops and implements interdisciplinary projects that guide students in analyzing the complexities of an issue or question using perspectives from varied disciplines.		Connects current interdisciplinary themes to their discipline(s) and weaves those themes into meaningful learning experiences through collaboration with students, colleagues, and/or realworld partners.		
Score = 0	1	2	3	4	5	6	7	
Teaching by methodi	cally asking how one d	ay's lesson builds of	-	Begin with the End ares for the next da		nto a larger sequenc	ce of objectives that leads to mastery.	
Teacher Progress from unit plant goal of each lesson; det decide on your activity			n reaching your goal; and	technique will i			tion done before teaching. This earning progressions)	
A great le	sson objective and the	refore a great lesso		que7: 4 Ms Measureable, Made	first, and Most imp	ortant on the path t	o college (Todd McKee).	
A great lesson objective and therefore a great lesson should be Manageable, I Teacher Great objectives are manageable (has size & scope to be taught in a single lesson); measureable (success can be determined by the end of class); made first (guides activities); and most important (focuses on the most essential learning there is).				Student (Not executed technique will i	live in front of stude	nts; it's the prepara	tion done before teaching. This ul, effective lesson objectives)	
	A chartinte	a duatami mamant t		12: The Hook	about the material	and nuts it out in fre	n+	
A short introductory moment that captures what's interest Teacher Prepare students to be brought into the content; use a brief story, analogy, prop, media, status challenge, etc to engage student attention and build interest			Student Is inspired and excited about the content that is about to be learned Willingly takes the first step into the learning					
		Subdivide com		: Name the Steps	owledge un systema	tically		
Subdivide complex skills into component ta Teacher Identify the steps; make them sticky (memorable and stick in students' minds); build the steps; use two stairways (explaining the process and doing the process)			Student Learn steps and Explains the pro	d use this road map	as they progress tov student does the pr	vards mastery (competence) rocess. Provides a process that the		

Technique 16:	Break it Down
In regards to student error or guess, conceptualize the original material as a series of smalle	
Teacher	Student
Go back and ask a question or present information that bridges the part of the material that	Commits error but whose learning is then facilitated to result in a correct answer
they think most likely caused the error	· ·
Provide the smallest hint possible and yet still enable a student to answer correctly	
Provide an answer, context, rule or missing (or first) step; rollback (repeat answer back);	
eliminate false choices (take away incorrect possibilities).	
Technique	17: Ratio
Push more and more of the cognitive work out to students as soon as they are ready, wi	th the understanding that the cognitive work must be on-task, focused, and productive.
Teacher	Student
Unbundle (sharing more with more students and forcing them to react with one another);	Engages in increased doses of cognitive work as soon as they are ready (but not before)
half-statement (students complete the idea); what's next? (asking about process and	Engages in larger and larger shares of the right work – focused and productive
product both); feign ignorance (pretend you don't know); repeated examples (especially	
rigorous when you set the terms for how it must be different than the one that proceeded	
it); rephrase or add on (improving an answer); whys and hows (explaining the thinking);	
supporting evidence (constantly ask about the evidence that supports it); batch process	
(allow a short series of student comments to be made directly following and in response to,	
one another); and discussion objectives (focus discussions on the most productive and	
rigorous points).	
Technique 26: E	verybody Writes
Set students up for rigorous engagement by giving them t	he opportunity to reflect first in writing before discussing.
Teacher	Student
Ask all students to prepare for more ambitious thinking and discussion by reflecting in	Is challenged intellectually and is engaged
writing for a short interval. Benefits include selection of effective responses by circulating	The quality of the ideas and their writing improves
and reading over shoulders; you know everyone is prepared with something to share; allows	
you to involve everyone; processing thoughts refines them; steers students in a direction	
you think especially fruitful; and students remember twice as much.	
Change :	
Use a variety of activities to accomplish your objective and m	ove from one to the other throughout the course of a lesson
Teacher	Student
People of all ages tend to lose focus after ten minutes, so do something new to engage	Is energized as a part of the learning process
them.	Feels as if they are moving quickly from activity to activity
Creation an illusion of speed by using a variety throughout the lesson	
Look Fo	
Mild suspense creates tension, exciter	
Teacher	Student
Make your pacing feel more vibrant by building in some type of mild suspense into your	Is motivated to see the learning through to the end (how it turns out)
learning objective	Wants to know what is coming next
One at	
Ask one ques	
Teacher	Student
Although questions tend to come in sequences, ask only one question at a time to help	Develops one idea at a time in response to the specific question you asked
students focus on developing one idea at a time and to focus you on questioning with a	
specific goal or purpose in mind.	
Simple to	
Ask questions that progre	Student
Effective questions initially engages students' thinking about a topic in contained and concrete ways and then pushes them to think more deeply and broadly	Activates their memory of relevant facts and details to support their opinions; develops and
concrete ways and then pushes them to think more deeply and broadly	reflects on ideas, turning them into insights before being called on to share them in public

Stock Questions						
Similar sequences of questions applied over and over in different settings						
Teacher Student						
Don't make questions up as you go, instead decide to ask a sequence of questions	Answers are linked to answers provided before and after the one they answered					

Growth Guide 1.5 – Teach Like a Champion Techniques

Standard 1: Content knowledge aligned with appropriate instruction.

Quality Indicator 5: Diverse social and cultural perspectives

	Developin	g	Profi	Distinguished				
1E5) The emerging teacher			1D5) The developing tea	acher also 1P5) The proficient teacher also		ent teacher also	1S5) The distinguished teacher also	
Facilitates students' ability to develop balanced, diverse social and cultural perspectives by recognizing personal bias in lesson design.		Designs instruction that incorporates global perspectives about national/regional/ethnic contributions to, and cultural differences/interpretations of the discipline.		Builds background knowledge from a variety of perspectives critical to fostering innovation, solving global challenges, and assuring a healthy democracy.		Facilitates student action to address real-world problems from a variety of perspectives related to the discipline that improves their community and/or world.		
Score = 0	1	2	3	4	5	6	7	
Technique 16 In regards to student error or guess, conceptualize the original material as a series of small Teacher Go back and ask a question or present information that bridges the part of the material that they think most likely caused the error Provide the smallest hint possible and yet still enable a student to answer correctly Provide an answer, context, rule or missing (or first) step; rollback (repeat answer back); eliminate false choices (take away incorrect possibilities). Technique 2 Push students to actively engage in the ideas around them				r, simpler pieces; Student Commits error t Take a Stand ry making judgme Student	out whose learning i	s then facilitated to	result in a correct answer	
Push students to assess the responses of other students (can be whole class, evaluative, verbal or signaled through a gesture). Don't ask if they agree, but make students accountable for mentally engaged judgments rather than empty and obligatory participation (have students defend their judgment and do this technique for both correct and incorrect answers).				peers provide.	ving their ideas be as		udgments about the answers their well	
	Set stude	ents up for rigorous e	ngagement by giving them t			ng before discussing	g.	
Teacher Ask all students to prepare for more ambitious thinking and discussion by reflecting in writing for a short interval. Benefits include selection of effective responses by circulating and reading over shoulders; you know everyone is prepared with something to share; allows you to involve everyone; processing thoughts refines them; steers students in a direction you think especially fruitful; and students remember twice as much.				Student Is challenged in	tellectually and is er ne ideas and their w	ıgaged		

Technique 43: Positive Framing						
Make corrections consistently and positively. Narrate the world you want your students to see even while you are relentlessly improving it.						
Teacher	Student					
Live in the now (in public: in front of your class or when a lesson is underway); assume the	Is encouraged to do their best without being threatened by penalty unless it becomes					
best instead of ill intention (it could be the result of distraction, lack of practice, or genuine	absolutely necessary					
misunderstanding instead of ill intention); allow plausible anonymity (don't call someone out	Does not experience embarrassment or harassment					
until you have to); build momentum and narrate the positive (make the positive the normal	Experience positive reaction even when being corrected					
or status quo); challenge (build competition into the day); talk expectations and aspirations						
(the goal is for them to leave you and move on to bigger and better things).						
Change	the Pace					
Use a variety of activities to accomplish your objective and n	nove from one to the other throughout the course of a lesson					
Teacher	Student					
People of all ages tend to lose focus after ten minutes, so do something new to engage	Is energized as a part of the learning process					
them.	Feels as if they are moving quickly from activity to activity					
Creation an illusion of speed by using a variety throughout the lesson						
Simple to	Complex					
Ask questions that progre	ss from simple to complex					
Teacher	Student					
Effective questions initially engages students' thinking about a topic in contained and	Activates their memory of relevant facts and details to support their opinions; develops and					
concrete ways and then pushes them to think more deeply and broadly	reflects on ideas, turning them into insights before being called on to share them in public					

Growth Guide 2.1 – Teach Like a Champion Techniques

Standard 2: Student Learning, Growth and Development

The teacher understands how students learn, develop and differ in their approaches to learning. The teacher provides learning opportunities that are adapted to diverse learners and support the intellectual, social, and personal development of all students.

Quality Indicator 1: Cognitive, social, emotional and physical development

	Emerging			ping	g Proficient		Distinguished	
2E1) The emerging tea	2E1) The emerging teacher		2D1) The developing	2D1) The developing teacher also		ent teacher	2S1) The distinguished teacher	
							also	
Knows how to address developmental factors when making instructional decisions.		Applies underst child/adolescen development m implement instr fosters develop	t growth and arkers to	individual growth and development to monito and chart learner's progetoward goals in each domain to meet current needs and lead to the needs of development.		Models and shares with colleagues an effective, continuous instructional		
Score = 0	1	2	3	4	5	6	7	
				nique7: 4 Ms				
	son objective and thei	refore a great lessor	n should be Manageable		first, and Most impo	ortant on the path t	o college (Todd McKee).	
Teacher Great objectives are mar	nagoablo (bas sizo & so	cono to ho taught in	a cingle lesson):	Student				
measureable (success ca	•			· (Not executed I	(Not executed live in front of students; it's the preparation done before teaching. This			
and most important (foc	•	• •			technique will result in student learning driven by useful, effective lesson objectives)			
,		<u> </u>	•	e 10: Double Plan		, , , , , ,	,	
	It's as important to plan for what students will be doing during each			ach phase of a lesson	as it is to plan for w	hat you will be doin	g and saying.	
Teacher	Teacher			Student				
Too often, planning only	-	-		at What students	will do during the le	sson? Taking notes?	Writing Summaries?	
the student does. Thinking								
lesson through their eyes on one side and "Them"		ductively engaged. L	Jse a T-Chart with "You"					

Technique 11:	Draw the Map
Control the physical environment to su	pport the specific lesson goal for the day
Teacher Include space planning as a part of lesson planning. Think about the way you want students' bodies engaged in a lesson as well as their minds. You have to be able to get anywhere in the room and within a foot of any student at all times. The walls in the rooms should avoid overstimulation and distraction; walls should be functional not just decorative and	Student Environment around them supports learning; walls communicate information and motivation about learning
motivating	
	Break it Down
	r, simpler pieces; build a student's knowledge back up from a point of partial understanding.
Teacher	Student
Go back and ask a question or present information that bridges the part of the material that they think most likely caused the error	Commits error but whose learning is then facilitated to result in a correct answer
Provide the smallest hint possible and yet still enable a student to answer correctly	
Provide an answer, context, rule or missing (or first) step; rollback (repeat answer back);	
eliminate false choices (take away incorrect possibilities).	
	e 17: Ratio
	ith the understanding that the cognitive work must be on-task, focused, and productive.
Teacher	Student
Unbundle (sharing more with more students and forcing them to react with one another);	Engages in increased doses of cognitive work as soon as they are ready (but not before)
half-statement (students complete the idea); what's next? (asking about process and product both); feign ignorance (pretend you don't know); repeated examples (especially	Engages in larger and larger shares of the right work – focused and productive
rigorous when you set the terms for how it must be different than the one that proceeded	
it); rephrase or add on (improving an answer); whys and hows (explaining the thinking);	
supporting evidence (constantly ask about the evidence that supports it); batch process	
(allow a short series of student comments to be made directly following and in response to,	
one another); and discussion objectives (focus discussions on the most productive and	
rigorous points).	
·	ck for Understanding
	immediately on that knowledge to inform what you do next and how you do it.
Teacher Charles for an all and a state of the state of t	Student Circumff data and the decrease of the inventor and inventors of contract the contract t
Check for understanding and do something about it "right away" Gather data (think of answers to your questions as data); use questions to generate a deeper	Gives off data on the degree of their understanding and mastery of content through the answers they provide
understanding that you can act on; observation (students indicating non-verbally that they	answers they provide
have achieved mastery)	
Respond to the data; the shorter the delay between recognizing a lack of mastery and fixing	
it the more likely the intervention will be effective; Fixing it can include re-teaching by: a	
different approach; identifying and re-teaching the problem step; identifying and explaining	
difficult terms; a slower pace; using a different order; and identifying students of concern.	
Technique	19: At Bats
	nany repetitions as possible.
Teacher	Student
Go until they can do it on their own; use multiple variations and formats; grab opportunities	Participates in repetition of essential concepts as a strategy for achieving mastery
for enrichment and differentiation;	Increases confidence that they know the content
	: Precise Praise as a powerful classroom tool
·	
Teacher Differentiate acknowledgment and praise (acknowledge when expectations have been met	Student Understands that meeting expectation will be acknowledged but that receiving praise is
and praise when the exceptional has been achieved); praise and acknowledge loud – fix soft;	reserved for when exceptional work has been demonstrated
praise must be genuine (address praise and correction specifically to those who need to	reserved for when exceptional work has seen demonstrated
receive it – don't use the praise of one student to serve as the correction of another).	
eceive it – don't use the praise of one student to serve as the correction of another).	

Technique 45:	Warm / Strict				
At exactly the same time, be both warm (caring, funny, concerned, no	arturing) and strict (by the book, relentless, and sometimes inflexible).				
Teacher	Student				
Warmth and strictness are not opposites: explain to students why you are doing what you	Understands that they are held to very high standards that will be enforced by someone who				
are doing; distinguish between the behavior and the person; demonstrate that a	genuinely cares about them.				
consequence is temporary, once over it is immediately in the past; use warm, nonverbal					
behavior					
Technique 49:	Normalize Error				
Getting it wrong and then getting it right is the fundamental process of schooling; r	espond to both parts of the sequence as if they were totally and completely normal.				
Teacher	Student				
Since wrong answers are a normal and healthy part of the learning process, avoid chastening	Experiences an incentive to take on challenges and take risks because being wrong is ok.				
wrong answers. Avoid spending a lot of time talking about wrongness and get down to fixing.	They are acknowledged for hard work and being correct and wrong answers are normal part				
Acknowledge correct or hard work and then move on; don't flatter or fuss.	of their learning.				
	ands				
	ing a wide array of participants				
Teacher	Student				
Shifting among participants creates a reference point which signals that something has	Feels engaged along with other students in the classroom				
changed, something has begun or ended.					
Manage questions, requests, and comments that are off task or persist on a topic you are					
ready to dispense with					
	Rate				
	ctly (or adequately and thoroughly if there's no firm right answer)				
Teacher	Student				
If the hit rate is 100%, it's probably time to ask harder questions (unless you've just wrapped	Is challenged with questions that are not too hard or unfair, but are not too easy either				
up a review) and if it is below 2 out of 3 (67%) there is a problem with how you presented material or how aligned your questions are to that material.	Stretches their thinking without being impossible; students are bored with easy content				

Growth Guide 2.2 – Teach Like a Champion Techniques

Standard 2: Student Learning, Growth and Development

Quality Indicator 2: Student goals

Emerging De				ping	Prof	icient	Distinguished	
2E2) The emerging teacher		2D2) The developing	teacher also	2P2) The proficient teacher		2S2) The distinguished teacher		
					also		also	
Facilitates students' understanding of taking personal			Uses strategies	to enable	Use strateg	ies to assist	Acquires and shares new	
responsibility for	their own learning.		students to set	short- and long-	students in	evaluating and	knowledge on strategies for	
			term goals help	ing them to	modifying p	ersonal learning	enabling students to	
			organize and re	flect on their own	goals based	on personal	expand and assume control	
			learning.		performand	e data.	of their own learning.	
Score = 0	1	2	3	4	5	6	7	
Technique4: Format Matters								
It's not just w	hat students say that n	natters but how they	y communicate it. To suc	ceed, students must	ed, students must take their knowledge and express it in the language of opportunity.			
Teacher				Student				
Prepare students to succ			-	_		variety of clear and	effective formats to fit the demands	
Format Expectations: gr	ammatical; complete s	entence; audible; ar			of the situation and of society;			
				5: Without Apology			_	
	he skill of not apologiz	ing for students is cr	ritical not only in the into		g of material but in	reacting to students	response to it.	
Teacher				Student				
Reframe from apologizing	-		ng will be boring; blamir	g Self-perception	Self-perception is raised because they know they can handle any content, no matter how			
it (we have to learn it); o	or not making it access	ible			difficult			
				·	They discover interest in content they might not have thought would be interesting			
			•	14: Board = Paper				
	Stude	nts learning how to	be good students by lea	ning to take notes ar	nd retain a record of	their knowledge.		
Teacher			Student	Student				
Have students take exac	, ,	it on the board as a	starting point to their	· ·	Learn to capture own learning by first copying exactly what the teacher puts down; move or			
capturing their own incr	easing knowledge			to making inter	to making internal decisions about what to capture			
Provide exact direction a	and then increasing fle	xibility		Increases in ow	Increases in own discretion of what is important to capture and how they capture			

Tankaia	47. Dakia			
·	e 17: Ratio			
Push more and more of the cognitive work out to students as soon as they are ready, w				
Teacher	Student			
Unbundle (sharing more with more students and forcing them to react with one another); half-statement (students complete the idea); what's next? (asking about process and	Engages in increased doses of cognitive work as soon as they are ready (but not before) Engages in larger and larger shares of the right work – focused and productive			
product both); feign ignorance (pretend you don't know); repeated examples (especially				
rigorous when you set the terms for how it must be different than the one that proceeded				
it); rephrase or add on (improving an answer); whys and hows (explaining the thinking);				
supporting evidence (constantly ask about the evidence that supports it); batch process				
(allow a short series of student comments to be made directly following and in response to,				
one another); and discussion objectives (focus discussions on the most productive and				
rigorous points).				
·	: Take a Stand			
Push students to actively engage in the ideas around them be	by making judgments about the answers their peers provide.			
Teacher	Student			
Push students to assess the responses of other students (can be whole class, evaluative,	Actively engages in the ideas around them by making judgments about the answers their			
verbal or signaled through a gesture).	peers provide.			
Don't ask if they agree, but make students accountable for mentally engaged judgments	Are open to having their ideas be assessed by peers as well			
rather than empty and obligatory participation (have students defend their judgment and do				
this technique for both correct and incorrect answers).				
Technique 33:	On Your Mark			
Show students how to prepare for a lesson to	to begin and expect them to do so every day.			
Teacher	Student			
Show students how to prepare for class and expect it every day: be explicit about what is	Can successfully prepare themselves for learning.			
needed; set a time limit for preparation; use a standard consequence; provide tools without				
consequence to those who recognize the need "before" class begins; and include homework				
(most important thing students do that is unsupervised by a teacher).				
	Normalize Error			
·	espond to both parts of the sequence as if they were totally and completely normal.			
Teacher	Student			
Since wrong answers are a normal and healthy part of the learning process, avoid chastening	Experiences an incentive to take on challenges and take risks because being wrong is ok.			
wrong answers. Avoid spending a lot of time talking about wrongness and get down to fixing.	They are acknowledged for hard work and being correct and wrong answers are normal part			
Acknowledge correct or hard work and then move on; don't flatter or fuss.	of their learning.			
nemoticage correct of hard work and their move on, don't hatter or lass.	or area rearrange			

Growth Guide 2.3 – Teach Like a Champion Techniques

Standard 2: Student Learning, Growth and Development

Quality Indicator 3: Theory of learning

	Emerging	Develo	oping	Proficient Distinguis		Distinguished			
2E3) The emerging teacher			2D3) The developing	g teacher also	er also 2P3) The proficient teacher		2S3) The distinguished teacher		
						also			
Applies theories	Applies theories of learning to create well-planned			search-based	Delivers ins	truction that	Continuously modifies		
and delivered in	struction.		instruction focu	used on	effectively	produces	instruction based on his/her		
			production of le	earning for	learning ga	ins for every	own and emerging research		
			individual stude	ents.		sed on effective	and shares effective		
					plans, grou		practices and modifications		
					theory/rese	•	with colleagues.		
					_	meet individual			
	T -	T _	_	T _	needs.	_			
Score = 0	1	2	3	4	5	6	7		
A			· · · · · · · · · · · · · · · · · · ·	jue1: No Opt Out			:hla avan :f +h av anh vanas + :+		
Teacher	it begins with a studen	t unwilling or unable	to answer a question er	Student	giving the right ansi	wer as often as poss	ible even if they only repeat it.		
	udent repeats it: anoth	her student provides	answer and first studen		Is not able to avoid work or failure				
	•	•	er student provides a cu		Becomes increasingly familiar with success because they answer questions correctly more				
and first student uses i		•	•	often					
			Technique	5: Without Apology					
	The skill of not apologi	izing for students is c	ritical not only in the int		g of material but in	reacting to students	' response to it.		
Teacher				Student					
			ing will be boring; blami		Self-perception is raised because they know they can handle any content, no matter how				
it (we have to learn it);	or not making it access	sible		***************************************	difficult They discover interest in content they might not have thought would be interesting				
			Technique	2 16: Break it Down	interest in content ti	ley might not have i	mought would be interesting		
In regards to studen	t error or guess, conce	ptualize the original i	•		: build a student's kr	nowledge back up fr	om a point of partial understanding.		
Teacher	0,	,		Student					
Go back and ask a ques	stion or present inform	ation that bridges th	e part of the material th	at Commits error	but whose learning	is then facilitated to	result in a correct answer		
	they think most likely caused the error								
	Provide the smallest hint possible and yet still enable a student to answer correctly								
Provide an answer, cor			(repeat answer back);						
eliminate false choices									

Technique 18: Chec	k for Understanding
Gather data constantly on what students can do while you're teaching and act	immediately on that knowledge to inform what you do next and how you do it.
Teacher Check for understanding and do something about it "right away"	Student Gives off data on the degree of their understanding and mastery of content through the
Gather data (think of answers to your questions as data); use questions to generate a deeper	answers they provide
understanding that you can act on; observation (students indicating non-verbally that they	answers they provide
have achieved mastery)	
Respond to the data; the shorter the delay between recognizing a lack of mastery and fixing	
it the more likely the intervention will be effective; Fixing it can include re-teaching by: a	
different approach; identifying and re-teaching the problem step; identifying and explaining	
difficult terms; a slower pace; using a different order; and identifying students of concern.	
	9: Do It Again
	or perfect is often the best consequence.
Teacher	Student
Practice helping students to improve; frame it as "good – better – best" sets a standard of	Improves their own performance; experiences greater levels of success
excellence by challenging students positively to show you their best at something	Students improve at something without feeling like their being punished or doing it out of
Have students go back and try again as soon as you know the level of execution won't meet	compliance
the standard you have set	
	Normalize Error
	espond to both parts of the sequence as if they were totally and completely normal.
Teacher	Student
Since wrong answers are a normal and healthy part of the learning process, avoid chastening	Experiences an incentive to take on challenges and take risks because being wrong is ok.
wrong answers. Avoid spending a lot of time talking about wrongness and get down to fixing.	They are acknowledged for hard work and being correct and wrong answers are normal part
Acknowledge correct or hard work and then move on; don't flatter or fuss.	of their learning.
Time is water in the desert, a teacher's most	ute Matters precious resource; You can always be teaching
Teacher	Student
Keep a series of short learning activities ready so you're prepared when a two-minute	Experiences no wasted time; comes to understand that the learning process is one in which
opportunity emerges (end of class, in the hallway, waiting for buses, etc.).	every minute counts
Work ti	ne Clock
Time: count it down, parcel it out in highly specific in	crements, announce an allotted time for each activity
Teacher	Student
Mix in frequent countdowns to pace the class in completing tasks and emphasize the	Is better able to keep up with the learning objectives and with the flow of the lesson
importance of each second; continually set goals for your class's speed in meeting	Experience a sense of accomplishment as they work through each increment
expectations	
	Complex
	ss from simple to complex
Teacher Effective questions initially engages students' thinking about a tonic in contained and	Student Activates their memory of relevant facts and details to support their opinions; develops and
Effective questions initially engages students' thinking about a topic in contained and concrete ways and then pushes them to think more deeply and broadly	reflects on ideas, turning them into insights before being called on to share them in public
Hit	
The rate at which students answer the teacher's questions correc	
Teacher	Student
If the hit rate is 100%, it's probably time to ask harder questions (unless you've just wrapped	Is challenged with questions that are not too hard or unfair, but are not too easy either
up a review) and if it is below 2 out of 3 (67%) there is a problem with how you presented	Stretches their thinking without being impossible; students are bored with easy content
material or how aligned your questions are to that material.	3 , 11, 11, 11, 11, 11, 11, 11, 11, 11,
- ' '	1

Growth Guide 2.4 – Teach Like a Champion Techniques

Standard 2: Student Learning, Growth and Development

Quality Indicator 4: Differentiated lesson design

	Emerging		Develo	pping	g Proficient Distir			
2E4) The emerging teacher			2D4) The developing	g teacher also	eacher also 2P4) The proficient teacher also		2S4) The distinguished teacher also	
Designs and implements instruction that considers the needs of students.		to learn, grow,	enables students and develop eeds are met in a	inviting and nurturing n a educational environment by creating a trusting relationship with students that engages them in learning.		Plans and cultivates the unique skills and talents of every child and encourages them to ask questions, take risks and enjoy learning.		
Score = 0	1	2	3	4	5	6	7	
				e 10: Double Plan				
	It's as important to p	olan for what student	ts will be doing during e	ach phase of a lesson Student	as it is to plan for w	hat you will be doin	g and saying.	
Teacher Too often, planning only focusing on what the teacher is doing and fails to account for wh the student does. Thinking and planning for what students will do allows you to see your lesson through their eyes and keeps them productively engaged. Use a T-Chart with "You" on one side and "Them" on the other								
		Control the	•	•	lesson goal for the	dav		
Teacher Include space planning as a part of lesson planning. Think about the way you want students' bodies engaged in a lesson as well as their minds. You have to be able to get anywhere in the room and within a foot of any student at all times. The walls in the rooms should avoid overstimulation and distraction; walls should be functional not just decorative and motivating				Student ts' Environment ar the motivation abo	ound them support		nmunicate information and	
				ue 15: Circulate				
		Mov	ring strategically around		arts of a lesson.			
Teacher Break the plane between the front of the room and where the students sit (within first 5 minutes of a class); full access required (able to be next to any student without interrupting your teaching); engage when you circulate (work the room, don't just stand there); move systematically (universally and impersonally but unpredictably); and position for power (face as much of the class as much as possible and leverage the use of blind spots – where you can see them and they know it but they can't see you).			feels as if the to to the teacher a tee Has a full sense	eacher is always acc	essible; knows that here they sit in their	s and that they control the room they as student are easily accessible classroom		

Technique 2	2: Cold Call
In order to make engaged participation the expectation, call or	n students regardless of whether they have raised their hands.
Teacher	Student
Choose one student to speak the answer out loud while all students answer in their minds	All students answer in their minds because they think they are about to be called on.
Allows you to check for understanding effectively and systematically increases speed in	Knows that the teacher thinks they can answer the question.
terms of pacing and rate at which material is covered, and distribute work broadly and more	
fully. It is predictive (students come to expect it); is systematic (universal and impersonal); is	
positive (students know you think they can answer the question); is a scaffold to deeper	
learning (start with simple and move to progressively harder).	
Technique 23: Co	
Use group choral response – you ask; they answer in unis	
Teacher	Student
Use to accomplish academic review and reinforcement, high-energy fun, and behavioral	Provides answers with other classmates.
reinforcement. Types include repeat, report, reinforce, review and solve.	
Technique	
A moment during class when you might observe som	
Teacher	Student
Use it to reinforce not just academics but the day's learning objective; its upbeat but often	Is more highly engaged due to the excitement, the spontaneity and fun of learning
short, sweet and on point – once it's done, it's done.	
Technique 28:	
Make efficiency, productivity, and scholarly the habit after the	
Teacher	Student
Have students pick up materials instead of you passing them out (it is quicker); be sure	Comes in, picks up needed materials, turns in homework, sits in their seat and immediately
students know where to sit; turn in homework the same way every day; and a Do Now gets	begins on the day's objective. Knows that efficiency, productivity and being scholarly is the
students busy and the lesson underway.	habit in this classroom
Technique	
A short activity written on the board or on desks before students enter that of	· · · · · · · · · · · · · · · · · · ·
Teacher	Student
Effectively uses this by ensuring students can complete it without directions or discussion with others takes these to five minutes; greates a written product; and province the doc/o	Is hard at work even before you fully enter the room or into the lesson
with others; takes three to five minutes; creates a written product; and previews the day's	Is productive during every minute and ready for instruction when you start; has done the
lesson. Technique 30: T	anticipatory set and is thinking about what is coming.
Quick or routine movement from place to place or activity to activity to	
Teacher	Student
Protects the most important resource: time. Teach transitions in steps (maybe even number	Knows exactly what to do, where to do it, and how to do it and can do it quickly without
them); use point to point movement (identify a location that students move to and then	needing additional information from the teacher
stop); to focus on speed, practice transitions against the clock (motivates students to	needing additional information from the teacher
improve); control what students say during the transition (if they are quick enough, it can be	
done in silence); and provide consistent enforcement (always do it the right way).	
*this applies to the movement of materials as well as students	
Technique	32· SI ANT
Key behaviors that maximize students' ability to pay attention: Sit up	
Teacher	Student
Serves as shorthand for reminding students to be attentive and ready learners. Develop non-	Understands what the letters of the acronym means and can successfully adjust their
verbal signals allowing you to remind them without interrupting what you're otherwise	behavior to comply with the direction for each.
doing.	2
0-	

Technique 33:	On Your Mark			
•	to begin and expect them to do so every day.			
Teacher Show students how to prepare for class and expect it every day: be explicit about what is	Student Can successfully prepare themselves for learning.			
needed; set a time limit for preparation; use a standard consequence; provide tools without consequence to those who recognize the need "before" class begins; and include homework				
(most important thing students do that is unsupervised by a teacher).				
Technique 34	4: Seat Signals			
Develop a set of signals for common needs, especially the	ose that require or allow students to get out of their seats.			
Teacher	Student			
Develop a set of signals for common needs in order to not become distracted from teaching:	Signals requests from their seats and can receive the teacher's approval nonverbally for			
manage requests without interrupting instruction; be explicit and consistent about the	common needs (e.g. pencil sharpener, tissue, bathroom, water, etc.)			
signals to be used; make signals specific and unambiguous to prevent them from being a				
distraction; and be clear about when they can be used and when they can't				
	e 35: Props			
·	cellence or exemplify virtues (also called "shout-outs" or "ups")			
Teacher	Student			
Can cue a prop in one second; can be visceral (non-verbal and without a message); is	Gives props the right way: crisply, quickly and enthusiastically for peers			
universal (everyone joins in); its tone is lively and fun; is evolving (students can suggest and develop ideas)	Receives props from classmates for doing something excellent or virtuous			
	5: 100 Percent			
	Less and your authority is subject to interpretation, situation, and motivation.			
Teacher	Student			
Sets a standard, not a goal, of 100% compliance; culture of compliance is both positive and	Does as they are asked without ever seeming to think about it (out of habit).			
more importantly invisible (matter of habit). Most sustainable form of compliance is one	Learns how to do rituals and routines right.			
that for both teacher and student is about achievement, not an empty exercise in teacher	Engages in 100% compliance because it promotes their own achievement, not because it is			
power. To get 100% compliance use the least invasive form of intervention (in order try	about the teacher's power			
nonverbal intervention, positive group correction, anonymous individual correction, private	Does not comply in order to please the teacher but to promote their own learning			
individual correction, lightning-quick public correction, and consequence); rely on firm, calm				
finesse (complying is an exercise in purpose, not power: you emphasize compliance when				
you invent ways to maximize visibility, be seen looking, avoid marginal compliance, and				
leverage the power of unacknowledged behavioral opportunities).				
·	7: What To Do			
	igh to allow any student who wanted to do as they have been asked to do so easily.			
Teacher Communication of the C	Student			
Make directions routinely useful and easy to follow. They should be specific (focus on	A larger portion of non-compliance occurs because of incompetence, not defiance			
manageable and precisely described actions); concrete (involve clear, actionable steps that	Incompetence requires direction in order to become competent allowing the student to			
any student knows how to do); sequential (describes a sequence of actionable steps); and	move from non-compliant to compliant.			
observable (things the teacher can plainly see and verify).				
·	d: Strong Voice respect and credibility, build relationships, and exude confidence and poise.			
Teacher	Student			
Establish control, command and benign authority that make the use of excessive	Feels as if they are being taught by someone who is in control of their learning.			
consequences unnecessary. This includes an economy of language (focus students on what is	Sees the teachers as someone who can control their emotions, is credible and worthy of			
most important and nothing more); do not talk over (wait until there is no other talking or	respect.			
rustling); do not engage (avoid engaging in other topics until you have satisfactorily resolved				
the topic you initiated); square up/stand still (turn, with two feet and two shoulders to face				
the object of your words directly); and use quiet power (when you get nervous, anxious and				
upset, drop your voice and make students strain to listen-exude poise and calm even if you				
aren't feeling it).				
aren creening itj.				

	9: Do It Again
	or perfect is often the best consequence.
Teacher Practice helping students to improve; frame it as "good – better – best" sets a standard of excellence by challenging students positively to show you their best at something Have students go back and try again as soon as you know the level of execution won't meet the standard you have set	Student Improves their own performance; experiences greater levels of success Students improve at something without feeling like their being punished or doing it out of compliance
	l weat the Details
	must create the perception of order.
Teacher	Student
Clean up clutter, keep desk rows tidy, make sure shirts are tucked in and hats off, Change students' perception of your classroom by making it seem an orderly, organized place where it is hard to imagine disorder rearing its head	If they think the front line of their struggle to test the rules is seeing what color socks they can get away with under uniform guidelines, they are far less likely to consider other ways t test the rules
Technique 4	11: Threshold
	stablish rapport, set the tone, and reinforce the first steps in a routine that makes excellence itual.
Teacher	Student
With culture, getting it right and keeping it right is easier than fixing it once it's gone wrong Greet students in the threshold of the door, remind them where they are (with you) and your expectations and demands of them This establishes a personal connection with students and reinforces classroom expectations	Hard at work just a few seconds after hitting the door Knows the teacher cares personally for them and recalls what the expectations and routine are going to be; experiences and participates in a culture of learning when in your room
	: No Warnings
Using minor interventions and small consequences administered fairly and without hesital	tion before a situation gets emotional is the key to maintaining control and earning student pect.
Teacher	Student
Take action rather than get angry: act early (use minor interventions to prevent major ones); act reliably (be predictably consistent); act proportionately (start small when the misbehavior is small).	Does not behave to please you, but demonstrates the correct behaviors to better themselves, and to be the best they can be and get the most out of school Experiences help and clarity when they demonstrate incompetence
Giving a warning is not taking action; it is threatening to take action; once you determine a behavior is the result of disobedience (it's deliberate) rather than incompetence, a consequence is better than a warning. Issue consequences: be calm, poised and impersonal; be incremental; and be private when you can and public when you must	Experiences incremental consequences when they demonstrate disobedience
	Positive Framing
Make corrections consistently and positively. Narrate the world you was	want your students to see even while you are relentlessly improving it.
Teacher Live in the now (in public: in front of your class or when a lesson is underway); assume the best instead of ill intention (it could be the result of distraction, lack of practice, or genuine misunderstanding instead of ill intention); allow plausible anonymity (don't call someone out until you have to); build momentum and narrate the positive (make the positive the normal or status quo); challenge (build competition into the day); talk expectations and aspirations (the goal is for them to leave you and move on to bigger and better things).	Student Is encouraged to do their best without being threatened by penalty unless it becomes absolutely necessary Does not experience embarrassment or harassment Experience positive reaction even when being corrected
	: Precise Praise
·	as a powerful classroom tool
Teacher Differentiate acknowledgment and praise (acknowledge when expectations have been met and praise when the exceptional has been achieved); praise and acknowledge loud – fix soft; praise must be genuine (address praise and correction specifically to those who need to receive it – don't use the praise of one student to serve as the correction of another).	Student Understands that meeting expectation will be acknowledged but that receiving praise is reserved for when exceptional work has been demonstrated

Technique 45:	Warm / Strict					
At exactly the same time, be both warm (caring, funny, concerned, no	urturing) and strict (by the book, relentless, and sometimes inflexible).					
Teacher Warmth and strictness are not opposites: explain to students why you are doing what you are doing; distinguish between the behavior and the person; demonstrate that a consequence is temporary, once over it is immediately in the past; use warm, nonverbal behavior	Student Understands that they are held to very high standards that will be enforced by someone who genuinely cares about them.					
Technique 46: The J-Factor						
Find and promote the joy of learning to ach						
Teacher Uses fun and games to draw on a kid's love for challenges, competition and play; makes kids feel they belong and are a part of "us"; uses drama, song and dance to raise spirits and establish collective identity; invokes humor to make happy and fulfilled students; and uses suspense and surprise to make the classroom an adventure.	Student Experiences the joy and enjoyment of learning Realizes that learning can be fun and exciting and yet controlled and productive					
	otional Constancy					
	ns to student achievement not the emotions of students you teach.					
Teacher Earn students' trust by having them know you are always under control. Provide an emotional rudder to help students return to productivity as soon as possible when emotions run hot.	Student Success, in the long run, is about a consistent relationship with productive behaviors					
Technique 48: Explain Everything						
Make expectations clear, rational and logical; remind students why they do what th	ey do and ground the explanation in the mission: getting to college (future success).					
Teacher Deliberately make your expectations clear, rational and logical. The rationale behind decisions made in students' interest and the way that adults think on behalf of children is made clear; it happens well in advance of a behavior that needs fixing or after the fixing has resulted in the meeting of expectations.	Student Understands the logic behind rules and expectations designed for their betterment; understands that group success depends on everyone's participation.					
	Normalize Error					
	espond to both parts of the sequence as if they were totally and completely normal.					
Teacher	Student					
Since wrong answers are a normal and healthy part of the learning process, avoid chastening wrong answers. Avoid spending a lot of time talking about wrongness and get down to fixing. Acknowledge correct or hard work and then move on; don't flatter or fuss.	Experiences an incentive to take on challenges and take risks because being wrong is ok. They are acknowledged for hard work and being correct and wrong answers are normal part of their learning.					
	lands					
	ing a wide array of participants					
Teacher Shifting among participants creates a reference point which signals that something has changed, something has begun or ended. Manage questions, requests, and comments that are off task or persist on a topic you are ready to dispense with	Student Feels engaged along with other students in the classroom					
	he Clock					
	crements, announce an allotted time for each activity					
Teacher Mix in frequent countdowns to pace the class in completing tasks and emphasize the importance of each second; continually set goals for your class's speed in meeting expectations	Student Is better able to keep up with the learning objectives and with the flow of the lesson Experience a sense of accomplishment as they work through each increment					

Hit Rate					
The rate at which students answer the teacher's questions correctly (or adequately and thoroughly if there's no firm right answer)					
Teacher Student					
If the hit rate is 100%, it's probably time to ask harder questions (unless you've just wrapped	Is challenged with questions that are not too hard or unfair, but are not too easy either				
up a review) and if it is below 2 out of 3 (67%) there is a problem with how you presented Stretches their thinking without being impossible; students are bor					
material or how aligned your questions are to that material.					

Growth Guide 2.5 – Teach Like a Champion Techniques

Standard 2: Student Learning, Growth and Development

Quality Indicator 5: Prior experiences, multiple intelligences, strengths and needs

Emerging	Emerging Developing		Proficient Distinguished				
2E5) The emerging teacher	2D5) The developing teacher also		2P5) The proficient teacher		2S5) The distinguished teacher		
			also		also		
Delivers a variety of lesson activities that address	Creates and de	ivers lessons and	Adapts strat	egies to meet	Acquires and shares		
students' prior experiences, multiple intelligences,	instructional ac	tivities that	individual st	udent needs	authentic strategies for		
strengths and needs.	address the ind	ividual needs of	based on stu	udent	actively involving every		
	all learners and	variation in prior	ation in prior performance data and		student in advancing their		
	knowledge and	experiences,	·		own learning, building on		
	_	ences, strengths,	developmer	itally,	their unique experience,		
	and needs.		•	physically, and	intelligence, strengths and		
			affectively to		needs.		
			knowledge a				
			developmer				
Score = 0 1 2	3	4	5	6	7		
	Techniq	ue1: No Opt Out					
A sequence that begins with a student unwilling or unable	e to answer a question er	nds with that student	giving the right answ	er as often as poss	ible even if they only repeat it.		
Teacher	Student						
Provides answer and student repeats it; another student provides answer and first student			void work or failure				
repeats; provide cue and student uses it to find the answer; another student provides a cue			asingly familiar with s	success because the	ey answer questions correctly more		
and first student uses it to answer correctly		often que3: Stretch It					
A sequence of learning does not end with the right answer; r		that extend knowled	lge and test for relia	ability (Differentiated Instruction)			
Teacher	Student	that exteria knowled	ige and test for rent	domey (Differentiated instruction)			
Respond to a right answer by asking a different/tougher question	that builds and extends		get similar right ansv	ers again and agair	1		
Use questioning to make sure that a right answer is repeatable (a			hinking or applies kn				
another way to answer; ask for a better word; ask for evidence; a					've shown they can already do		
related skill; ask students to apply the same skill in a new setting)				-			
	-	4: Format Matters					
	ey communicate it. To su	ceed, students must take their knowledge and express it in the language of opportunity.					
Teacher	Student						
Prepare students to succeed by requiring complete sentences and proficient grammar			Take knowledge and express it in a variety of clear and effective formats to fit the demands				
Format Expectations: grammatical; complete sentence; audible; a		of the situation and of society;					
The skill of not anologizing for students is a	•	Without Apology roduction and framing	g of material hut in r	eacting to students	response to it.		
Teacher	The skill of not apologizing for students is critical not only in the introdu						
		Student			•		
Reframe from apologizing for what we teach by assuming someth	ning will be boring; blami		is raised because th	ey know they can h	andle any content, no matter how		

Techniqu	ne7: 4 Ms				
·	easureable, Made first, and Most important on the path to college (Todd McKee).				
Teacher	Student				
Great objectives are manageable (has size & scope to be taught in a single lesson);					
measureable (success can be determined by the end of class); made first (guides activities);	(Not executed live in front of students; it's the preparation done before teaching. This				
and most important (focuses on the most essential learning there is).	technique will result in student learning driven by useful, effective lesson objectives)				
	Shortest Path				
	is the best; opt for the most direct route from point to point.				
Teacher	Student				
Mastery of the objective is the main criterion and the best strategy for achieving it is what	Is focused on the lesson objectivity;				
gets you to mastery best and fastest.	Experiences reduced distractions				
	: Double Plan				
·	phase of a lesson as it is to plan for what you will be doing and saying.				
Teacher	Student				
Too often, planning only focusing on what the teacher is doing and fails to account for what	What students will do during the lesson? Taking notes? Writing Summaries?				
the student does. Thinking and planning for what students will do allows you to see your					
lesson through their eyes and keeps them productively engaged. Use a T-Chart with "You"					
on one side and "Them" on the other					
	Draw the Map				
	oport the specific lesson goal for the day				
Teacher	Student				
Include space planning as a part of lesson planning. Think about the way you want students'	Environment around them supports learning; walls communicate information and				
bodies engaged in a lesson as well as their minds. You have to be able to get anywhere in the	motivation about learning				
room and within a foot of any student at all times. The walls in the rooms should avoid					
overstimulation and distraction; walls should be functional not just decorative and					
motivating					
	Break it Down				
· ·	r, simpler pieces; build a student's knowledge back up from a point of partial understanding.				
Teacher	Student				
Go back and ask a question or present information that bridges the part of the material that	Commits error but whose learning is then facilitated to result in a correct answer				
they think most likely caused the error					
Provide the smallest hint possible and yet still enable a student to answer correctly					
Provide an answer, context, rule or missing (or first) step; rollback (repeat answer back);					
eliminate false choices (take away incorrect possibilities).					
Technique 18: Chec	k for Understanding				
Gather data constantly on what students can do while you're teaching and act	immediately on that knowledge to inform what you do next and how you do it.				
Teacher	Student				
Check for understanding and do something about it "right away"	Gives off data on the degree of their understanding and mastery of content through the				
Gather data (think of answers to your questions as data); use questions to generate a deeper	answers they provide				
understanding that you can act on; observation (students indicating non-verbally that they					
have achieved mastery)					
Respond to the data; the shorter the delay between recognizing a lack of mastery and fixing					
it the more likely the intervention will be effective; Fixing it can include re-teaching by: a					
different approach; identifying and re-teaching the problem step; identifying and explaining					
difficult terms; a slower pace; using a different order; and identifying students of concern.					
Technique 23: C	all and Response				
Use group choral response – you ask; they answer in unis	son – to build a culture of energetic, positive engagement.				
Teacher	Student				
Use to accomplish academic review and reinforcement, high-energy fun, and behavioral	Provides answers with other classmates.				
reinforcement. Types include repeat, report, reinforce, review and solve.					
	<u> </u>				

Technique 49: Normalize Error					
Getting it wrong and then getting it right is the fundamental process of schooling; respond to both parts of the sequence as if they were totally and completely normal.					
Teacher Student					
Since wrong answers are a normal and healthy part of the learning process, avoid chastening	Experiences an incentive to take on challenges and take risks because being wrong is ok.				
wrong answers. Avoid spending a lot of time talking about wrongness and get down to fixing.	They are acknowledged for hard work and being correct and wrong answers are normal part				
Acknowledge correct or hard work and then move on; don't flatter or fuss. of their learning.					
Simple to Complex					
Ask questions that progress from simple to complex					
Teacher Student					
Effective questions initially engages students' thinking about a topic in contained and	Activates their memory of relevant facts and details to support their opinions; develops and				
concrete ways and then pushes them to think more deeply and broadly reflects on ideas, turning them into insights before being called on to share them in public					

Growth Guide 2.6 – Teach Like a Champion Techniques

Standard 2: Student Learning, Growth and Development

Quality Indicator 6: Language, culture, family and knowledge of community values

	Emerging Developing		pping	Proficient Distinguishe			
2E6) The emerging to	eacher		2D6) The developin	g teacher also	2P6) The proficient teacher also		2S6) The distinguished teacher also
_	aphic and biographic rmine the variety of		Modifies instructo how student influenced by influenced by influence, talk learning, as well culture, family avalues.	ndividual ents, and prior I as language,	which respects individual differences by using or teaching approaches that incorporate and are		Connects instruction to students' experiences creating a trusting environment by employing strategies that respect differing cultures and draws explicit connections during instruction / assignments that are related to students' experiences and culture.
Score = 0	1	2	3	4	5	6	7
Push students to actively engage in the ideas around them be Teacher Push students to assess the responses of other students (can be whole class, evaluative, verbal or signaled through a gesture). Don't ask if they agree, but make students accountable for mentally engaged judgments rather than empty and obligatory participation (have students defend their judgment and do this technique for both correct and incorrect answers).		peers provide. Are open to ha	es in the ideas arour		udgments about the answers their well		
				28: Entry Routine	os students take the	ir coats and class ho	gins
Make efficiency, productivity, and scholarly the habit after to Teacher Have students pick up materials instead of you passing them out (it is quicker); be sure students know where to sit; turn in homework the same way every day; and a Do Now gets students busy and the lesson underway.			Student Comes in, picks begins on the d				
	0 . 1		-	30: Tight Transitions			
Quick or routine movement from place to place or activity to activity to Teacher Protects the most important resource: time. Teach transitions in steps (maybe even number them); use point to point movement (identify a location that students move to and then stop); to focus on speed, practice transitions against the clock (motivates students to improve); control what students say during the transition (if they are quick enough, it can be done in silence); and provide consistent enforcement (always do it the right way). *this applies to the movement of materials as well as students			er Knows exactly needing addition		o do it, and how to	y the teacher. do it and can do it quickly without	

Technique 44	: Precise Praise			
Use positive reinforcement as a powerful classroom tool				
Teacher	Student			
Differentiate acknowledgment and praise (acknowledge when expectations have been met	Understands that meeting expectation will be acknowledged but that receiving praise is			
and praise when the exceptional has been achieved); praise and acknowledge loud – fix soft;	reserved for when exceptional work has been demonstrated			
praise must be genuine (address praise and correction specifically to those who need to				
receive it – don't use the praise of one student to serve as the correction of another).				

Growth Guide 3.1 – Teach Like a Champion Techniques

Standard 3: Curriculum Implementation

The teacher recognizes the importance of long-range planning and curriculum development. The teacher develops, implements, and evaluates curriculum based upon student, district and state standards data.

Quality Indicator 1: Implementation of curriculum standards

	Emerging		Developing		Proficient		Distinguished	
3E1) The emerging tea	acher		3D1) The developing teacher also		3P1) The proficient teacher		3S1) The distinguished teacher	
			, , , ,		also		also	
Makes informed of	decisions about inst	ructional objects	Consistently de	livers a variety of	Uses state/	district	Participates and/or	
aligned to district	mapping and pacin	g guides.	learning experie	ences that are	curriculum	guides with	demonstrates leadership	
			appropriate for	curriculum and	enough facility to anticipate		for the evaluation and	
			_	n state and district	skill gaps and/or		development of curriculum	
			curriculum and	assessments.	misconcept	ions of students	aligned to national, state,	
					in order to	deliver effective	and district curriculum and	
					instruction.		assessments.	
Score = 0	1	2	3	4	5	6	7	
				: Begin with the End				
	cally asking how one o	lay's lesson builds off	the previous day's, pre		y's and all three fit ii	nto a larger sequenc	ce of objectives that leads to mastery.	
Teacher	sing to losson plannin	a uso a wall framed a	ahiastiya ta dafina tha	Student				
Progress from unit plann	-			(Not executed I	ive in front of stude	nts: it's the nrenara	tion done before teaching. This	
goal of each lesson; determine how to assess your effectiveness in reaching your goal; and decide on your activity						earning progressions)		
, ,			nique7: 4 Ms					
A great lesson objective and therefore a great lesson should be Manageable, Me			•	first, and Most imp	ortant on the path t	o college (Todd McKee).		
Teacher			Student					
Great objectives are manageable (has size & scope to be taught in a single lesson);								
-	measureable (success can be determined by the end of class); made first (guides activities);						tion done before teaching. This	
and most important (foc	cuses on the most esse	ential learning there i			technique will result in student learning driven by useful, effective lesson objectives)			
	Losson chica	ivo is posted in a visi		ique 8: Post It	identifies your surs	oco for toaching the	t day	
Teacher	Lesson object	live is posteu iii a visi	ble location – same loca	Student	identifies your purp	use for teaching tha	it uay.	
	Clearly communicate to anyone entering your room the intent of your lesson				Knows what the teacher is trying to do in the lesson for that day and works more			
	Particularly helpful for walk-throughs and other mechanisms for feedback on performance				intentionally toward that goal			
, , , , ,				e 9: Shortest Path	-			
	All things b	eing equal, the simple	est explanation or strate		r the most direct ro	ute from point to po	oint.	
Teacher		-		Student				
Mastery of the objective		and the best strategy	for achieving it is what		Is focused on the lesson objectivity;			
gets you to mastery best	s you to mastery best and fastest.			Experiences rec	Experiences reduced distractions			

Technique 10): Double Plan			
It's as important to plan for what students will be doing during each phase of a lesson as it is to plan for what you will be doing and saying.				
Teacher	Student			
Too often, planning only focusing on what the teacher is doing and fails to account for what the student does. Thinking and planning for what students will do allows you to see your lesson through their eyes and keeps them productively engaged. Use a T-Chart with "You" on one side and "Them" on the other	What students will do during the lesson? Taking notes? Writing Summaries?			
Technique 12: The Hook				
A short introductory moment that captures what's interesting and engaging about the material and puts it out in front.				
acher Student				
Prepare students to be brought into the content; use a brief story, analogy, prop, media, Is inspired and excited about the content that is about to be learned				
status challenge, etc to engage student attention and build interest	Willingly takes the first step into the learning			
Technique 13:	Name the Steps			
Subdivide complex skills into component tasks and build knowledge up systematically.				
Teacher	Student			
Identify the steps; make them sticky (memorable and stick in students' minds); build the	Learn steps and use this road map as they progress towards mastery (competence)			
steps; use two stairways (explaining the process and doing the process)	Explains the process while another student does the process. Provides a process that the			
	student can use as they work to remember content			

Growth Guide 3.2 – Teach Like a Champion Techniques

Standard 3: Curriculum Implementation

Quality Indicator 2: Lessons for diverse learners

Emerging Do			Devel	oping	Prof	icient	Distinguished	
3E2) The emerging teacher 3D2) The developing		g teacher also	3P2) The profici also	ent teacher	3S2) The distinguished teacher also			
Implements lessons and activities aligned to the curriculum that recognizes the individual needs of diverse learners		Consistently implements lessons and activities that address the needs of diverse learners and responds to ongoing analysis of student performance based on multiple assessments and analysis of student needs.		Evaluates the effectiveness of a variety of instructional strategies based on multiple assessment data, curriculum and an analysis of student needs.		Participates and/or demonstrates leadership in the development of instructional strategies and interventions to accomplish instructional goals based on multiple assessment data, curriculum and an analysis of student needs.		
Score = 0	1	2	3	4	5	6	7	
14/aa.t :at			_	e4: Format Matters	**************************************	:+ : +	ha lawaya af awaa way waitay	
Teacher	mat students say that n	natters but now the	y communicate it. To st	Student	take their knowledg	ge and express it in t	he language of opportunity.	
Prepare students to suc	ceed by requiring com	nlete sentences and	nroficient grammar	Take knowledge and express it in a variety of clear and effective formats to fit the demands of				
Format Expectations: g				the situation and of society;				
Torride Expeditations 8	. ammatically complete s	erreerree, addresse, a		Check for Understand	•			
Gather	data constantly on wha	it students can do w	hile you're teaching and		•	form what you do n	ext and how you do it.	
Teacher	,		,	Student	-	,		
Check for understanding and do something about it "right away" Gather data (think of answers to your questions as data); use questions to generate a deeper understanding that you can act on; observation (students indicating nonverbally that they have achieved mastery) Respond to the data; the shorter the delay between recognizing a lack of mastery and fixing it the more likely the intervention will be effective; Fixing it can include reteaching by: a different approach; identifying and re-teaching the problem step; identifying and explaining difficult terms; a slower pace; using a different order; and identifying students of concern.			they provide	e degree of their un	derstanding and ma	stery of content through the answers		
Lieo o o	ingle guestion or short	saguance of proble		ue 20: Exit Ticket	doretondina that	nrovidos strong dot	a and evitical incidate	
Use a single question or short sequence of problems to solve at the close of Teacher Refine your next lesson based on the data from the exit ticket These are quick (one to three questions); they're designed to yield data (fairly simple and focus on one key part of the objective); and make for great Do Nows (technique 29).			Student	om the exit ticket to	understand how we	ell they mastered the key part of the		

Techn	nique 32: SLANT				
	Sit up; Listen; Ask & answer questions; Nod your head; Track the speaker.				
Teacher	Student				
Serves as shorthand for reminding students to be attentive and ready learners. Develop	Understands what the letters of the acronym means and can successfully adjust their behavior to				
non-verbal signals allowing you to remind them without interrupting what you're	comply with the direction for each.				
otherwise doing.					
Cha	ange the Pace				
Use a variety of activities to accomplish your objective a	and move from one to the other throughout the course of a lesson				
Teacher	Student				
People of all ages tend to lose focus after ten minutes, so do something new to engage	Is energized as a part of the learning process				
them.	Feels as if they are moving quickly from activity to activity				
Creation an illusion of speed by using a variety throughout the lesson					
	ighten Lines				
	t the beginning and end of a lesson				
Teacher	Student " C I'M A T T T T T T T T T T T T T T T T T T				
Beginnings and endings that are clearly visible are more likely to be perceived as	Experiences the "starts" and "stops" of different lesson activities				
reference points and creates the perception you have done multiple, discrete thing.					
	All Hands nvolving a wide array of participants				
Teacher	Student				
Shifting among participants creates a reference point which signals that something has	Feels engaged along with other students in the classroom				
changed, something has begun or ended.	reels engaged along with other students in the classiconi				
Manage questions, requests, and comments that are off task or persist on a topic you					
are ready to dispense with					
	Minute Matters				
	nost precious resource; You can always be teaching				
Teacher	Student				
Keep a series of short learning activities ready so you're prepared when a two-minute	Experiences no wasted time; comes to understand that the learning process is one in which every				
opportunity emerges (end of class, in the hallway, waiting for buses, etc.).	minute counts				
Simp	ole to Complex				
Ask questions that pr	rogress from simple to complex				
Teacher	Student				
Effective questions initially engages students' thinking about a topic in contained and	Activates their memory of relevant facts and details to support their opinions; develops and				
concrete ways and then pushes them to think more deeply and broadly	reflects on ideas, turning them into insights before being called on to share them in public				
	Hit Rate				
·	correctly (or adequately and thoroughly if there's no firm right answer)				
Teacher	Student				
If the hit rate is 100%, it's probably time to ask harder questions (unless you've just	Is challenged with questions that are not too hard or unfair, but are not too easy either				
wrapped up a review) and if it is below 2 out of 3 (67%) there is a problem with how you	Stretches their thinking without being impossible; students are bored with easy content				
presented material or how aligned your questions are to that material.					

Growth Guide 3.3 – Teach Like a Champion Techniques

Standard 3: Curriculum Implementation

Quality Indicator 3: Instructional goals and differentiated instructional strategies

Emerging			Developing		Proficient		Distinguished
3E3) The emerging teacher			3D3) The developing teacher also		3P3) The proficient teacher also		3S3) The distinguished teacher also
Uses differentiated instructional strategies to address student learning needs in meeting the objectives of the curriculum.			Systematically select differentiated instructions strategies and continuous student needs and learning.	uctional ent to meet	and time ar	al strategies, and meet students'	Leads colleagues in discussions of instructional goals to identify methods for modifying instructional strategies, content, and adjusting time to meet students' needs and enhance learning.
Score = 0	1	2	3	4	5	6	7
				Right is Right			
Teacher		Set	and defend a high standard	Student	your classroom		
answer the question yo	Do not accept partially or almost right answers; hold out for all the w answer the question you asked and when you ask it (don't let them g students use technical vocabulary; tell students they are almost there they are 100% correct					to specific questions g answers as right as	asked students anywhere else
A sequence of lear	ning does not end with	the right answer: re	•		that extend knowle	dge and test for relia	ability (Differentiated Instruction)
A sequence of learning does not end with the right answer; reward right answer Teacher Respond to a right answer by asking a different/tougher question that builds and ex Use questioning to make sure that a right answer is repeatable (ask how or why; ask another way to answer; ask for a better word; ask for evidence; ask students to integrelated skill; ask students to apply the same skill in a new setting)				Student Knows how to g Explains their th	get similar right ans hinking or applies kr	wers again and agair nowledge in new wa	1
	,		Technique 5: W	/ithout Apology			
	The skill of not apologi	zing for students is cr	itical not only in the introdu	ction and framing	g of material but in	reacting to students'	response to it.
Teacher Reframe from apologiz it (we have to learn it);	ng will be boring; blaming	Student Self-perception is raised because they know they can handle any content, no matter how difficult They discover interest in content they might not have thought would be interesting					
			Technique 6: Be	gin with the End			
	lically asking how one	day's lesson builds of	the previous day's, prepare	s for the next day	y's and all three fit i	nto a larger sequenc	e of objectives that leads to mastery.
Teacher Progress from unit planning to lesson planning; use a well-framed objective to define the goal of each lesson; determine how to assess your effectiveness in reaching your goal; and decide on your activity							tion done before teaching. This earning progressions)

Tachniqu	107. 4 Mc						
•	Technique7: 4 Ms A great lesson objective and therefore a great lesson should be Manageable, Measureable, Made first, and Most important on the path to college (Todd McKee).						
Teacher	Student						
Great objectives are manageable (has size & scope to be taught in a single lesson);	(Not executed live in front of students; it's the preparation done before teaching. This						
measureable (success can be determined by the end of class); made first (guides activities);	technique will result in student learning driven by useful, effective lesson objectives)						
and most important (focuses on the most essential learning there is).							
Technique	e 8: Post It						
Lesson objective is posted in a visible location – same location	every day – and identifies your purpose for teaching that day.						
Teacher	Student						
Clearly communicate to anyone entering your room the intent of your lesson	Knows what the teacher is trying to do in the lesson for that day and works more						
Particularly helpful for walk-throughs and other mechanisms for feedback on performance	intentionally toward that goal						
·	: Double Plan						
It's as important to plan for what students will be doing during each p	, , , , , ,						
Teacher	Student						
Too often, planning only focusing on what the teacher is doing and fails to account for what	What students will do during the lesson? Taking notes? Writing Summaries?						
the student does. Thinking and planning for what students will do allows you to see your							
lesson through their eyes and keeps them productively engaged. Use a T-Chart with "You"							
on one side and "Them" on the other							
·	2: The Hook						
A short introductory moment that captures what's interesting Teacher	Student						
	Is inspired and excited about the content that is about to be learned						
Prepare students to be brought into the content; use a brief story, analogy, prop, media, status challenge, etc to engage student attention and build interest	Willingly takes the first step into the learning						
	Name the Steps						
·	isks and build knowledge up systematically.						
Teacher	Student						
Identify the steps; make them sticky (memorable and stick in students' minds); build the	Learn steps and use this road map as they progress towards mastery (competence)						
steps; use two stairways (explaining the process and doing the process)	Explains the process while another student does the process. Provides a process that the						
	student can use as they work to remember content						
Technique	,						
Push more and more of the cognitive work out to students as soon as they are ready, w	ith the understanding that the cognitive work must be on-task, focused, and productive.						
Teacher	Student						
Unbundle (sharing more with more students and forcing them to react with one another);	Engages in increased doses of cognitive work as soon as they are ready (but not before)						
half-statement (students complete the idea); what's next? (asking about process and	Engages in larger and larger shares of the right work – focused and productive						
product both); feign ignorance (pretend you don't know); repeated examples (especially							
rigorous when you set the terms for how it must be different than the one that proceeded							
it); rephrase or add on (improving an answer); whys and hows (explaining the thinking);							
supporting evidence (constantly ask about the evidence that supports it); batch process							
(allow a short series of student comments to be made directly following and in response to,							
one another); and discussion objectives (focus discussions on the most productive and							
rigorous points).							

•	k for Understanding
	immediately on that knowledge to inform what you do next and how you do it.
Teacher Check for understanding and do something about it "right away" Gather data (think of answers to your questions as data); use questions to generate a deeper understanding that you can act on; observation (students indicating non-verbally that they	Student Gives off data on the degree of their understanding and mastery of content through the answers they provide
have achieved mastery) Respond to the data; the shorter the delay between recognizing a lack of mastery and fixing it the more likely the intervention will be effective; Fixing it can include re-teaching by: a different approach; identifying and re-teaching the problem step; identifying and explaining	
difficult terms; a slower pace; using a different order; and identifying students of concern.	
·	19: At Bats
Lessons should include as m	
Teacher Go until they can do it on their own; use multiple variations and formats; grab opportunities for enrichment and differentiation;	Student Participates in repetition of essential concepts as a strategy for achieving mastery Increases confidence that they know the content
Technique 21:	
Push students to actively engage in the ideas around them b	by making judgments about the answers their peers provide.
Teacher Push students to assess the responses of other students (can be whole class, evaluative,	Student Actively engages in the ideas around them by making judgments about the answers their
verbal or signaled through a gesture). Don't ask if they agree, but make students accountable for mentally engaged judgments rather than empty and obligatory participation (have students defend their judgment and do this technique for both correct and incorrect answers).	peers provide. Are open to having their ideas be assessed by peers as well
	On Your Mark
Show students how to prepare for a lesson t	
Teacher	Student
Show students how to prepare for class and expect it every day: be explicit about what is needed; set a time limit for preparation; use a standard consequence; provide tools without consequence to those who recognize the need "before" class begins; and include homework (most important thing students do that is unsupervised by a teacher).	Can successfully prepare themselves for learning.
	Positive Framing
	vant your students to see even while you are relentlessly improving it.
Teacher Live in the now (in public: in front of your class or when a lesson is underway); assume the best instead of ill intention (it could be the result of distraction, lack of practice, or genuine misunderstanding instead of ill intention); allow plausible anonymity (don't call someone out until you have to); build momentum and narrate the positive (make the positive the normal or status quo); challenge (build competition into the day); talk expectations and aspirations (the goal is for them to leave you and move on to bigger and better things).	Student Is encouraged to do their best without being threatened by penalty unless it becomes absolutely necessary Does not experience embarrassment or harassment Experience positive reaction even when being corrected
· · · · · · · · · · · · · · · · · · ·	cplain Everything
	ey do and ground the explanation in the mission: getting to college (future success).
Teacher Deliberately make your expectations clear, rational and logical. The rationale behind decisions made in students' interest and the way that adults think on helpful of this logical in the standard of the logical in the logical in the logical in the standard of the logic	Student Understands the logic behind rules and expectations designed for their betterment; understands that group success depends on everyone's participation.
behalf of children is made clear; it happens well in advance of a behavior that needs fixing or after the fixing has resulted in the meeting of expectations.	

Change the Pace					
Use a variety of activities to accomplish your objective and move from one to the other throughout the course of a lesson					
Teacher Student					
People of all ages tend to lose focus after ten minutes, so do something new to engage	Is energized as a part of the learning process				
them.	Feels as if they are moving quickly from activity to activity				
Creation an illusion of speed by using a variety throughout the lesson					
One	at a Time				
Ask one qu	estion at a time				
Teacher	Student				
Although questions tend to come in sequences, ask only one question at a time to help	Develops one idea at a time in response to the specific question you asked				
students focus on developing one idea at a time and to focus you on questioning with a					
specific goal or purpose in mind.					

Growth Guide 4.1 – Teach Like a Champion Techniques

Standard 4: Critical Thinking

The teacher uses a variety of instructional strategies to encourage students' critical thinking, problem solving, and performance skills.

Quality Indicator 1: Instructional strategies leading to student engagement in problem-solving and critical thinking

Emerging			Developing		Proficient		Distinguished
4E1) The emerging teacher			4D1) The developing teacher also		4P1) The proficient teacher also		4S1) The distinguished teacher also
appropriate resources to achieve instructional goals and teach students critical thinking skills.		Assures student growth with frequent instructional opportunities for students to use critical thinking and problem solving skills.		Effectively applies a range of instructional techniques that require students to think critically and problemsolve.		Fluently uses a range of instructional techniques that require critical thinking; serves as a leader by offering constructive assistance and modeling the use of strategies, materials and technology to maximize learning.	
Score = 0	1	2	3	4 13: Name the Steps	5	6	7
				Student Learn steps and Explains the pro student can use ne at a Time question at a time Student Develops one in	d use this road map ocess while another e as they work to rei	as they progress tov student does the pr member content	vards mastery (competence) rocess. Provides a process that the question you asked
			Simp Ask questions that pro	le to Complex	complex		
Teacher Effective questions initially engages students' thinking about a topic in contained and concrete ways and then pushes them to think more deeply and broadly Verbatim (No I				Student Activates their	memory of relevant		support their opinions; develops and ng called on to share them in public
Changing a Teacher When repeating a question for a student and/or class, avoid changing a question after a student has raised their hand and is formulating an answer. Even a slight change in syntax can alter the question.				Student Hear and consid	der questions and p remained constant		thoughtful reflection because the

Clear and Concise						
Used to improve the	Used to improve the clarity of a question					
Teacher	Student					
Start with a question word (who, when, what, where, why or how); limit to two clauses	Is not held accountable for a wrong answer when the actual problem was the way the					
(rigorous and demanding but limited to two clauses); write them in advance when they	question was asked					
matter (script them as a part of lesson planning); ask an actual question (not making a	Can formulate better questions themselves					
statement with a question mark); and assume the answer (state it in a way that assumes someone can answer it).						
Stock Questions						
Similar sequences of questions app	lied over and over in different settings					
Teacher	Student					
Don't make questions up as you go, instead decide to ask a sequence of questions	Answers are linked to answers provided before and after the one they answered					
Hi	Rate					
The rate at which students answer the teacher's questions corre	ectly (or adequately and thoroughly if there's no firm right answer)					
Teacher	Student					
If the hit rate is 100%, it's probably time to ask harder questions (unless you've just wrapped	Is challenged with questions that are not too hard or unfair, but are not too easy either					
up a review) and if it is below 2 out of 3 (67%) there is a problem with how you presented	Stretches their thinking without being impossible; students are bored with easy content					
material or how aligned your questions are to that material.						

Growth Guide 4.2 – Teach Like a Champion Techniques

Standard 4: Critical Thinking

Quality Indicator 2: Appropriate use of instructional resources to enhance student learning

	Emerging		Developir	ng	Proficient		Distinguished
4E2) The emerging teacher			4D2) The developing teacher also		4P2) The proficient teacher		4S2) The distinguished teacher
					also		also
Uses a variety of	instructional resour	ces to enhance	Purposefully select	s and uses a	Assesses the	e effectiveness	Applies research-based
•	l learning process.	ces to enhance	variety of developr			nal resources	instructional resources
the teaching and	ricariiiig process.		appropriate instruc		and develop		including technology to
			resources to enhan			instructional	enhance their own
			performance and t			d adapts for	teaching, as well as being a
			literacy.	ecimological		complex thinking	potential resource to
			interacy.		and technol		others.
Score = 0	1	2	3	4	5	6	7
Score - U	1		-	egin with the End	_	0	/
Teaching by method	ically asking how one d	lav's lesson huilds of	•	•		nto a larger seguenc	e of objectives that leads to mastery.
Teacher	ically asking now one a	lay 3 ic33011 balla3 01	tile previous day 3, prepare	Student	y 3 and an enree nen	ito a larger sequenc	e of objectives that leads to mastery.
	Progress from unit planning to lesson planning; use a well-framed objective to define the						
	goal of each lesson; determine how to assess your effectiveness in reaching your goal; and			(Not executed I	ive in front of stude	nts; it's the preparat	tion done before teaching. This
decide on your activity	•	•	0, 0,	technique will result in students experience cohesive, learning progressions)			
			Techniqu	ie7: 4 Ms			
A great le	esson objective and the	refore a great lessor	n should be Manageable, Me	easureable, Made	first, and Most impo	ortant on the path t	o college (Todd McKee).
Teacher				Student			
Great objectives are ma							
· ·	-	• • • • • • • • • • • • • • • • • • • •	de first (guides activities);	1 -			tion done before teaching. This
and most important (fo	cuses on the most esse	ential learning there			esult in student lear	ning driven by usefu	ul, effective lesson objectives)
				Name the Steps		11	
TI		Subdivide com	plex skills into component to		owledge up systema	tically.	
Teacher	a tham sticky/mamara	blo and stick in stud	ants' minds), build tha	Student	luca this road man s	, , thou programs tou	yards mastary (samatansa)
Identify the steps; make	• •		• •	Learn steps and use this road map as they progress towards mastery (competence)			
steps, use two stall way	steps; use two stairways (explaining the process and doing the process)			Explains the process while another student does the process. Provides a process that the student can use as they work to remember content			
	Clause				as they work to ren	inclinate content	
	Use a variety	v of activities to acco	change Implish your objective and n	the Pace nove from one to	the other throughou	ut the course of a le	sson
Teacher	322 2 12.100	,	, - ,	Student			
People of all ages tend	to lose focus after ten i	minutes, so do some	thing new to engage	Is energized as	a part of the learning	g process	
them.				_	are moving quickly f		rity
Creation an illusion of speed by using a variety throughout the lesson							

Every Minute Matters					
Time is water in the desert, a teacher's most precious resource; You can always be teaching					
Teacher	Student				
Keep a series of short learning activities ready so you're prepared when a two-minute	Experiences no wasted time; comes to understand that the learning process is one in which				
opportunity emerges (end of class, in the hallway, waiting for buses, etc.).	every minute counts				

Growth Guide 4.3 – Teach Like a Champion Techniques

Standard 4: Critical Thinking

Quality Indicator 3: Cooperative, small group and independent learning

Emerging De [*]			Devel	oping	Profi	Distinguished	
4E3) The emerging teacher 4			4D3) The developing teacher also		4P3) The proficient teacher		4S3) The distinguished teacher
					also		also
Employs individu	al and cooperative l	earning activities	Uses a variety of	of learning	Effectively c	ombines	Models and/or shares with
to promote critic	al thinking skills.		situations, such	as independent,	flexible and	varied	others the effective use of
				d whole class to	•	t, cooperative	flexible and varied
				dual and collective		lass learning	independent, collaborative
			critical thinking	skills.	situations ar	• •	and whole-class learning
					grouping str	_	situations.
					maximize st		
		T		T	understandi	ng and learning.	
Score = 0	1	2	3	4	5	6	7
	1 1.1			nique7: 4 Ms	·		II (- 1100 //)
	sson objective and the	refore a great lesson	should be Manageable	·	first, and Most impo	ortant on the path t	o college (Todd McKee).
Teacher Great objectives are ma	nagoabla (bas sizo 8, s	cono to ho taught in	a single lesson).	Student			
measureable (success ca	-		- · · · · · · · · · · · · · · · · · · ·). (Not executed l	ive in front of studer	nts: it's the nrenara	tion done before teaching. This
and most important (for							ul, effective lesson objectives)
, , , , , , , , , , , , , , , , , , ,		0		e 10: Double Plan		0	,
	It's as important to p	olan for what student	s will be doing during e	ach phase of a lesson	as it is to plan for wh	nat you will be doin	g and saying.
Teacher				Student			
Too often, planning onl				nat What students	will do during the les	sson? Taking notes?	Writing Summaries?
the student does. Think							
lesson through their eye		ductively engaged. U	Ise a T-Chart with "You"				
on one side and "Them"	on the other		Taabaiaaa	11. Draw the Man			
	physical environment t	11: Draw the Map	lesson goal for the	av			
Teacher	priysical environment t	Student	lesson goal for the c	ay			
Include space planning as a part of lesson planning. Think about the way you want students'					ound them supports	learning; walls cor	nmunicate information and
bodies engaged in a lesson as well as their minds. You have to be able to get anywhere in the						<i>G,</i>	
room and within a foot					S		
overstimulation and dis	traction; walls should I	be functional not just	t decorative and				
motivating							

Tochnique 21	· Tako a Stand					
·	Technique 21: Take a Stand Push students to actively engage in the ideas around them by making judgments about the answers their peers provide.					
Teacher	Student					
Push students to assess the responses of other students (can be whole class, evaluative,	Actively engages in the ideas around them by making judgments about the answers their					
verbal or signaled through a gesture).	peers provide.					
Don't ask if they agree, but make students accountable for mentally engaged judgments	Are open to having their ideas be assessed by peers as well					
rather than empty and obligatory participation (have students defend their judgment and do						
this technique for both correct and incorrect answers).						
Change	the Pace					
Use a variety of activities to accomplish your objective and n	nove from one to the other throughout the course of a lesson					
Teacher	Student					
People of all ages tend to lose focus after ten minutes, so do something new to engage	Is energized as a part of the learning process					
them.	Feels as if they are moving quickly from activity to activity					
Creation an illusion of speed by using a variety throughout the lesson						
	lands					
Shift rapidly among and involv	ing a wide array of participants					
Teacher	Student					
Shifting among participants creates a reference point which signals that something has	Feels engaged along with other students in the classroom					
changed, something has begun or ended.						
Manage questions, requests, and comments that are off task or persist on a topic you are						
ready to dispense with						

Growth Guide 5.1 – Teach Like a Champion Techniques

Standard 5: Positive Classroom Environment

The teacher uses an understanding of individual/group motivation and behavior to create a learning environment that encourages active engagement in learning, positive social interaction, and self-motivation.

Quality Indicator 1: Classroom management techniques

Emerging			Develo	oping	ng Proficient		Distinguished	
5E1) The emerging teacher			5D1) The developing teacher also		5P1) The proficient teacher		5S1) The distinguished teacher	
					also		also	
Demonstrates basic classroom management techniques and addresses misbehavior to avoid the disruption of instruction.			Uses effective classroom management techniques including addressing misbehavior promptly and effectively with the least disruption of instruction.		Adapts and develops classroom management techniques that address all student misbehavior ensuring little or no disruption of instruction.		Shares with others effective classroom management techniques that reduce the likelihood of misbehavior ensuring little or no disruptions to instruction.	
Score = 0	1	2	3 4		5	6	7	
A sequence that begins with a student unwilling or unable to an Teacher Provides answer and student repeats it; another student provides answerepeats; provide cue and student uses it to find the answer; another student first student uses it to answer correctly			to answer a question er	Student t Is not able to av	sith that student giving the right answer as often as possible even if they only repeat it. Student Is not able to avoid work or failure Becomes increasingly familiar with success because they answer questions correctly more			
	•		Techni	que3: Stretch It				
A sequence of I	earning does not end with	the right answer; re	ward right answers with		that extend knowled	dge and test for relia	ability (Differentiated Instruction)	
Teacher Respond to a right answer by asking a different/tougher question that builds and extend Use questioning to make sure that a right answer is repeatable (ask how or why; ask for another way to answer; ask for a better word; ask for evidence; ask students to integrat related skill; ask students to apply the same skill in a new setting)			k how or why; ask for	Explains their th	Student Knows how to get similar right answers again and again Explains their thinking or applies knowledge in new ways Pushed in a way that's directly responsive to what they've shown they can already do			
	Technique 9:							
	All things being equal, the simplest explanation or strategy is				r the most direct ro	ute from point to po	oint.	
					Student			
	ctive is the main criterion	and the best strateg	y for achieving it is what		Is focused on the lesson objectivity;			
gets you to mastery best and fastest.				Experiences red	Experiences reduced distractions			

·	: Double Plan		
	phase of a lesson as it is to plan for what you will be doing and saying.		
Teacher Too often, planning only focusing on what the teacher is doing and fails to account for what the student does. Thinking and planning for what students will do allows you to see your lesson through their eyes and keeps them productively engaged. Use a T-Chart with "You" on one side and "Them" on the other	Student What students will do during the lesson? Taking notes? Writing Summaries?		
Technique 11:	Draw the Map		
Control the physical environment to sup	pport the specific lesson goal for the day		
Teacher Include space planning as a part of lesson planning. Think about the way you want students' bodies engaged in a lesson as well as their minds. You have to be able to get anywhere in the room and within a foot of any student at all times. The walls in the rooms should avoid overstimulation and distraction; walls should be functional not just decorative and motivating	Student Environment around them supports learning; walls communicate information and motivation about learning		
·	15: Circulate		
	room during all parts of a lesson.		
Teacher Break the plane between the front of the room and where the students sit (within first 5 minutes of a class); full access required (able to be next to any student without interrupting your teaching); engage when you circulate (work the room, don't just stand there); move systematically (universally and impersonally but unpredictably); and position for power (face as much of the class as much as possible and leverage the use of blind spots – where you can see them and they know it but they can't see you).	Student Knows the teacher is able to move where he/she wants and that they control the room Feels as if the teacher is always accessible; knows that they as student are easily accessible to the teacher as well no matter where they sit in their classroom Has a full sense that this is the teacher's room		
Technique	19: At Bats		
Lessons should include as n	nany repetitions as possible.		
Teacher Go until they can do it on their own; use multiple variations and formats; grab opportunities for enrichment and differentiation	Student Participates in repetition of essential concepts as a strategy for achieving mastery Increases confidence that they know the content		
	0: Exit Ticket		
Use a single question or short sequence of problems to solve at the close of a	class to check for understanding that provides strong data and critical insights.		
Teacher Refine your next lesson based on the data from the exit ticket These are quick (one to three questions); they're designed to yield data (fairly simple and focus on one key part of the objective); and make for great Do Nows (technique 29).	Student Looks at the data from the exit ticket to understand how well they mastered the key part o the objective and to inform what else they need to know.		
	22: Cold Call		
In order to make engaged participation the expectation, call o	n students regardless of whether they have raised their hands.		
Teacher Choose one student to speak the answer out loud while all students answer in their minds Allows you to check for understanding effectively and systematically increases speed in terms of pacing and rate at which material is covered, and distribute work broadly and more fully. It is predictive (students come to expect it); is systematic (universal and impersonal); is positive (students know you think they can answer the question); is a scaffold to deeper learning (start with simple and move to progressively harder).	Student All students answer in their minds because they think they are about to be called on. Knows that the teacher thinks they can answer the question.		
Technique	24: Pepper		
	view familiar information and foundational skills.		
Teacher Toss questions to a group of students quickly; if its right, teacher asks another student a new question; if it's wrong the same questions is asked to a new student. Maintain a fast pace and be unpredictable.	Student Answers question randomly as a part of a group of students receiving teacher questions given quickly and unpredictably.		

Technique 25	5: Wait Time		
Delay a few strategic seconds after you finish asking a qu			
Teacher	Student		
Use of 3-5 seconds increases length and correctness of responses; decreases number of	Generates richer, more reflective and well developed answers during the wait time		
failures; increases number of volunteers; and increases use of evidence. Use narration			
during the wait time period to incent and reinforce specific behaviors most productive to			
students.			
Technique 26: Ev			
Set students up for rigorous engagement by giving them t			
Teacher	Student		
Ask all students to prepare for more ambitious thinking and discussion by reflecting in	Is challenged intellectually and is engaged		
writing for a short interval. Benefits include selection of effective responses by circulating	The quality of the ideas and their writing improves		
and reading over shoulders; you know everyone is prepared with something to share; allows			
you to involve everyone; processing thoughts refines them; steers students in a direction			
you think especially fruitful; and students remember twice as much.			
Technique			
A moment during class when you might observe som			
Teacher	Student		
Use it to reinforce not just academics but the day's learning objective; it's upbeat but often short, sweet and on point – once it's done, it's done.	Is more highly engaged due to the excitement, the spontaneity and fun of learning		
Technique 28:	Entry Routine		
Make efficiency, productivity, and scholarly the habit after the	ne greeting and as students take their seats and class begins.		
Teacher	Student		
Have students pick up materials instead of you passing them out (it is quicker); be sure	Comes in, picks up needed materials, turns in homework, sits in their seat and immediately		
students know where to sit; turn in homework the same way every day; and a Do Now gets	begins on the day's objective. Knows that efficiency, productivity and being scholarly is the		
students busy and the lesson underway.	habit in this classroom		
Technique 2	29: Do Now		
A short activity written on the board or on desks before students enter that o	clearly states what to work on and eliminates excuses leading to distractions.		
Teacher	Student		
Effectively uses this by ensuring students can complete it without directions or discussion	Is hard at work even before you fully enter the room or into the lesson		
with others; takes three to five minutes; creates a written product; and previews the day's	Is productive during every minute and ready for instruction when you start; has done the		
lesson.	anticipatory set and is thinking about what is coming.		
Technique 30: T	ight Transitions		
Quick or routine movement from place to place or activity to activity t	that students can execute without extensive narration by the teacher.		
Teacher	Student		
Protects the most important resource: time. Teach transitions in steps (maybe even number	Knows exactly what to do, where to do it, and how to do it and can do it quickly without		
them); use point to point movement (identify a location that students move to and then	needing additional information from the teacher		
stop); to focus on speed, practice transitions against the clock (motivates students to			
improve); control what students say during the transition (if they are quick enough, it can be			
done in silence); and provide consistent enforcement (always do it the right way). (this			
applies to the movement of materials as well as students)			
Technique			
Key behaviors that maximize students' ability to pay attention: Sit up			
Teacher	Student		
Serves as shorthand for reminding students to be attentive and ready learners. Develop non-	Understands what the letters of the acronym means and can successfully adjust their		
verbal signals allowing you to remind them without interrupting what you're otherwise	behavior to comply with the direction for each.		
doing.			

Technique 33:	On Your Mark		
	to begin and expect them to do so every day.		
Teacher Show students how to prepare for class and expect it every day: be explicit about what is needed; set a time limit for preparation; use a standard consequence; provide tools without consequence to those who recognize the need "before" class begins; and include homework (most important thing students do that is unsupervised by a teacher).	Student Can successfully prepare themselves for learning.		
	1: Seat Signals		
	ose that require or allow students to get out of their seats.		
Teacher Develop a set of signals for common needs in order to not become distracted from teaching: manage requests without interrupting instruction; be explicit and consistent about the signals to be used; make signals specific and unambiguous to prevent them from being a distraction; and be clear about when they can be used and when they can't	Student Signals requests from their seats and can receive the teacher's approval nonverbally for common needs (e.g. pencil sharpener, tissue, bathroom, water, etc.)		
	e 35: Props		
Teacher Can cue a prop in one second; can be visceral (non-verbal and without a message); is	cellence or exemplify virtues (also called "shout-outs" or "ups") Student Gives props the right way: crisply, quickly and enthusiastically for peers		
universal (everyone joins in); its tone is lively and fun; is evolving (students can suggest and develop ideas);	Receives props from classmates for doing something excellent or virtuous		
·	5: 100 Percent		
There's one acceptable percentage of students following a direction: 100%.	ess and your authority is subject to interpretation, situation, and motivation.		
Teacher Sets a standard, not a goal, of 100% compliance; culture of compliance is both positive and more importantly invisible (matter of habit). Most sustainable form of compliance is one that for both teacher and student is about achievement, not an empty exercise in teacher power. To get 100% compliance use the least invasive form of intervention (in order try nonverbal intervention, positive group correction, anonymous individual correction, private individual correction, lightning-quick public correction, and consequence); rely on firm, calm finesse (complying is an exercise in purpose, not power: you emphasize compliance when you invent ways to maximize visibility, be seen looking, avoid marginal compliance, and leverage the power of unacknowledged behavioral opportunities).	Student Does as they are asked without ever seeming to think about it (out of habit). Learns how to do rituals and routines right. Engages in 100% compliance because it promotes their own achievement, not because it is about the teacher's power Does not comply in order to please the teacher but to promote their own learning		
	/: What To Do		
Give directions to students in a way that provides clear and useful guidance – enou	igh to allow any student who wanted to do as they have been asked to do so easily.		
Teacher Make directions routinely useful and easy to follow. They should be specific (focus on manageable and precisely described actions); concrete (involve clear, actionable steps that any student knows how to do); sequential (describes a sequence of actionable steps); and observable (things the teacher can plainly see and verify).	Student A larger portion of non-compliance occurs because of incompetence, not defiance Incompetence requires direction in order to become competent allowing the student to move from non-compliant to compliant.		
4	: Strong Voice		
	espect and credibility, build relationships, and exude confidence and poise.		
Teacher Establish control, command and benign authority that make the use of excessive consequences unnecessary. This includes an economy of language (focus students on what is most important and nothing more); do not talk over (wait until there is no other talking or rustling); do not engage (avoid engaging in other topics until you have satisfactorily resolved the topic you initiated); square up/stand still (turn, with two feet and two shoulders to face the object of your words directly); and use quiet power (when you get nervous, anxious and upset, drop your voice and make students strain to listen-exude poise and calm even if you aren't feeling it).	Student Feels as if they are being taught by someone who is in control of their learning. Sees the teachers as someone who can control their emotions, is credible and worthy of respect.		

Technique 3	9: Do It Again		
Doing it again and doing it right or better	or perfect is often the best consequence.		
Teacher Practice helping students to improve; frame it as "good – better – best" sets a standard of excellence by challenging students positively to show you their best at something Have students go back and try again as soon as you know the level of execution won't meet the standard you have set	Student Improves their own performance; experiences greater levels of success Students improve at something without feeling like their being punished or doing it out of compliance		
	weat the Details		
	must create the perception of order.		
Teacher Clean up clutter, keep desk rows tidy, make sure shirts are tucked in and hats off, Change students' perception of your classroom by making it seem an orderly, organized place where it is hard to imagine disorder rearing its head	Student If they think the front line of their struggle to test the rules is seeing what color socks they can get away with under uniform guidelines, they are far less likely to consider other ways to test the rules		
Technique 4	1: Threshold		
	stablish rapport, set the tone, and reinforce the first steps in a routine that makes excellence itual.		
Teacher With culture, getting it right and keeping it right is easier than fixing it once it's gone wrong Greet students in the threshold of the door, remind them where they are (with you) and your expectations and demands of them This establishes a personal connection with students and reinforces classroom expectations	Student Hard at work just a few seconds after hitting the door Knows the teacher cares personally for them and recalls what the expectations and routines are going to be; experiences and participates in a culture of learning when in your room		
	: No Warnings		
	tion before a situation gets emotional is the key to maintaining control and earning student		
	pect.		
Teacher Take action rather than get angry: act early (use minor interventions to prevent major ones); act reliably (be predictably consistent); act proportionately (start small when the misbehavior is small). Giving a warning is not taking action; it is threatening to take action; once you determine a behavior is the result of disobedience (it's deliberate) rather than incompetence, a consequence is better than a warning. Issue consequences: be calm, poised and impersonal;	Student Does not behave to please you, but demonstrates the correct behaviors to better themselves, and to be the best they can be and get the most out of school Experiences help and clarity when they demonstrate incompetence Experiences incremental consequences when they demonstrate disobedience		
be incremental; and be private when you can and public when you must			
	Positive Framing		
Teacher Live in the now (in public: in front of your class or when a lesson is underway); assume the best instead of ill intention (it could be the result of distraction, lack of practice, or genuine misunderstanding instead of ill intention); allow plausible anonymity (don't call someone out until you have to); build momentum and narrate the positive (make the positive the normal or status quo); challenge (build competition into the day); talk expectations and aspirations (the goal is for them to leave you and move on to bigger and better things).	Student Is encouraged to do their best without being threatened by penalty unless it becomes absolutely necessary Does not experience embarrassment or harassment Experience positive reaction even when being corrected		
	Precise Praise		
·	as a powerful classroom tool		
Teacher Differentiate acknowledgment and praise (acknowledge when expectations have been met and praise when the exceptional has been achieved); praise and acknowledge loud – fix soft; praise must be genuine (address praise and correction specifically to those who need to receive it – don't use the praise of one student to serve as the correction of another).	Student Understands that meeting expectation will be acknowledged but that receiving praise is reserved for when exceptional work has been demonstrated		

Technique 45:	Warm / Strict		
At exactly the same time, be both warm (caring, funny, concerned, no	urturing) and strict (by the book, relentless, and sometimes inflexible).		
Teacher	Student		
Warmth and strictness are not opposites: explain to students why you are doing what you	Understands that they are held to very high standards that will be enforced by someone who		
are doing; distinguish between the behavior and the person; demonstrate that a	genuinely cares about them.		
consequence is temporary, once over it is immediately in the past; use warm, nonverbal			
behavior			
Technique 46	: The J-Factor		
Find and promote the joy of learning to ach	ieve a happy and high-achieving classroom.		
Teacher	Student		
Uses fun and games to draw on a kid's love for challenges, competition and play; makes kids	Experiences the joy and enjoyment of learning		
feel they belong and are a part of "us"; uses drama, song and dance to raise spirits and	Realizes that learning can be fun and exciting and yet controlled and productive		
establish collective identity; invokes humor to make happy and fulfilled students; and uses			
suspense and surprise to make the classroom an adventure.			
Technique 48: Ex	xplain Everything		
Make expectations clear, rational and logical; remind students why they do what th	ey do and ground the explanation in the mission: getting to college (future success).		
Teacher	Student		
Deliberately make your expectations clear, rational and logical.	Understands the logic behind rules and expectations designed for their betterment;		
The rationale behind decisions made in students' interest and the way that adults think on	understands that group success depends on everyone's participation.		
behalf of children is made clear; it happens well in advance of a behavior that needs fixing or			
after the fixing has resulted in the meeting of expectations.			
·	Normalize Error		
Getting it wrong and then getting it right is the fundamental process of schooling; re	espond to both parts of the sequence as if they were totally and completely normal.		
Teacher	Student		
Since wrong answers are a normal and healthy part of the learning process, avoid chastening	Experiences an incentive to take on challenges and take risks because being wrong is ok.		
wrong answers. Avoid spending a lot of time talking about wrongness and get down to fixing.	They are acknowledged for hard work and being correct and wrong answers are normal part		
Acknowledge correct or hard work and then move on; don't flatter or fuss.	of their learning.		
Look F	orward		
Mild suspense creates tension, excite	ment and anticipation around learning		
Teacher	Student		
Make your pacing feel more vibrant by building in some type of mild suspense into your	Is motivated to see the learning through to the end (how it turns out)		
learning objective	Wants to know what is coming next		
	ne Clock		
Time: count it down, parcel it out in highly specific in	crements, announce an allotted time for each activity		
Teacher	Student		
Mix in frequent countdowns to pace the class in completing tasks and emphasize the	Is better able to keep up with the learning objectives and with the flow of the lesson		
importance of each second; continually set goals for your class's speed in meeting expectations	Experience a sense of accomplishment as they work through each increment		

Growth Guide 5.2 – Teach Like a Champion Techniques

Standard 5: Positive Classroom Environment

Quality Indicator 2: Management of time, space, transitions, and activities

Emerging			Developing		Proficient		Distinguished	
5E2) The emerging te	acher		5D2) The developing teacher also		5P2) The proficient teacher		5S2) The distinguished teacher	
					also		also	
Manages time, space, transitions, and activities in their classroom.			Effectively manages time, space, transitions, and activities to create an environment that enhances student engagement.		Organizes, allocates, and manages time, space, transitions and activities to promote continuous student engagement and high levels of productivity.		Shares with others effective strategies for managing time, space, transitions and activities to promote continuous student engagement and high levels of productivity.	
Score = 0	1	2	3	4	5	6	7	
Technique Lesson objective is posted in a visible location – same location					identifies your purp	oose for teaching tha	nt day.	
Teacher				Student				
Clearly communicate to			your lesson Knows what the teacher is trying to do in the lesson for that day and works more edback on performance intentionally toward that goal			r that day and works more		
Particularly helpful for v	waik-tiirougns and othe	er mechanisms for re	•	10: Double Plan	waru that goal			
	It's as important to p	lan for what student	ts will be doing during eac		as it is to plan for w	hat vou will be doin	g and saving.	
Teacher			0	Student		, , , , , , , , , , , , , , , , , , , ,	5 7	
			d fails to account for wha	What students	What students will do during the lesson? Taking notes? Writing Summaries?		? Writing Summaries?	
the student does. Think								
		ductively engaged. L	Jse a T-Chart with "You"					
on one side and "Them"	on the other		To chu! 4	1. Duani the Mar				
		Control the	physical environment to	1: Draw the Map	lesson goal for the	dav		
Teacher				Student		~~ <u>1</u>		
Include space planning as a part of lesson planning. Think about the way you want students'				Environment around them supports learning; walls communicate information and				
bodies engaged in a lesson as well as their minds. You have to be able to get anywhere in the				e motivation abo	ut learning			
room and within a foot of any student at all times. The walls in the rooms should avoid								
overstimulation and distraction; walls should be functional not just decorative and								
motivating								

Technique 1	L5: Circulate		
	room during all parts of a lesson.		
Teacher Break the plane between the front of the room and where the students sit (within first 5 minutes of a class); full access required (able to be next to any student without interrupting your teaching); engage when you circulate (work the room, don't just stand there); move systematically (universally and impersonally but unpredictably); and position for power (face as much of the class as much as possible and leverage the use of blind spots – where you can see them and they know it but they can't see you).	Student Knows the teacher is able to move where he/she wants and that they control the room Feels as if the teacher is always accessible; knows that they as student are easily accessible to the teacher as well no matter where they sit in their classroom Has a full sense that this is the teacher's room		
, , , ,	27: Vegas		
A moment during class when you might observe sor	ne production values: music, lights, rhythm, dancing.		
Teacher Use it to reinforce not just academics but the day's learning objective; its upbeat but often short, sweet and on point – once it's done, it's done.	Student Is more highly engaged due to the excitement, the spontaneity and fun of learning		
	: Entry Routine		
	he greeting and as students take their seats and class begins.		
Teacher Have students pick up materials instead of you passing them out (it is quicker); be sure students know where to sit; turn in homework the same way every day; and a Do Now gets students busy and the lesson underway.	Student Comes in, picks up needed materials, turns in homework, sits in their seat and immediately begins on the day's objective. Knows that efficiency, productivity and being scholarly is the habit in this classroom		
	29: Do Now		
	clearly states what to work on and eliminates excuses leading to distractions.		
Teacher Effectively uses this by ensuring students can complete it without directions or discussion with others; takes three to five minutes; creates a written product; and previews the day's lesson.	Student Is hard at work even before you fully enter the room or into the lesson Is productive during every minute and ready for instruction when you start; has done the anticipatory set and is thinking about what is coming.		
·	Fight Transitions		
	that students can execute without extensive narration by the teacher.		
Teacher Protects the most important resource: time. Teach transitions in steps (maybe even number them); use point to point movement (identify a location that students move to and then stop); to focus on speed, practice transitions against the clock (motivates students to improve); control what students say during the transition (if they are quick enough, it can be done in silence); and provide consistent enforcement (always do it the right way). *this applies to the movement of materials as well as students	Student Knows exactly what to do, where to do it, and how to do it and can do it quickly without needing additional information from the teacher		
	Binder Control		
	em for the storage, organization and recall of what students have learned.		
Teacher Have a required place for notes; have the required place be in a binder (ideally provided by you that maybe even stays in the classroom at night); have a required format for organizing papers (perhaps assign a number to all materials).	Student Maintains all notes and materials in an organized manner consistent with all of the other students.		
	On Your Mark		
, ,	to begin and expect them to do so every day.		
Teacher Show students how to prepare for class and expect it every day: be explicit about what is needed; set a time limit for preparation; use a standard consequence; provide tools without consequence to those who recognize the need "before" class begins; and include homework (most important thing students do that is unsupervised by a teacher).	Student Can successfully prepare themselves for learning.		

	4: Seat Signals		
	ose that require or allow students to get out of their seats.		
Teacher Develop a set of signals for common needs in order to not become distracted from teaching: manage requests without interrupting instruction; be explicit and consistent about the signals to be used; make signals specific and unambiguous to prevent them from being a	Student Signals requests from their seats and can receive the teacher's approval nonverbally for common needs (e.g. pencil sharpener, tissue, bathroom, water, etc.)		
distraction; and be clear about when they can be used and when they can't			
·	7: What To Do		
Give directions to students in a way that provides clear and useful guidance – enough	ugh to allow any student who wanted to do as they have been asked to do so easily.		
Make directions routinely useful and easy to follow. They should be specific (focus on manageable and precisely described actions); concrete (involve clear, actionable steps that any student knows how to do); sequential (describes a sequence of actionable steps); and observable (things the teacher can plainly see and verify).	Student A larger portion of non-compliance occurs because of incompetence, not defiance Incompetence requires direction in order to become competent allowing the student to move from non-compliant to compliant.		
	S: Strong Voice		
	respect and credibility, build relationships, and exude confidence and poise.		
Teacher Establish control, command and benign authority that make the use of excessive consequences unnecessary. This includes an economy of language (focus students on what is most important and nothing more); do not talk over (wait until there is no other talking or rustling); do not engage (avoid engaging in other topics until you have satisfactorily resolved the topic you initiated); square up/stand still (turn, with two feet and two shoulders to face the object of your words directly); and use quiet power (when you get nervous, anxious and upset, drop your voice and make students strain to listen-exude poise and calm even if you aren't feeling it).	Student Feels as if they are being taught by someone who is in control of their learning. Sees the teachers as someone who can control their emotions, is credible and worthy of respect.		
Technique 4	11: Threshold		
	stablish rapport, set the tone, and reinforce the first steps in a routine that makes excellence itual.		
Teacher	Student		
With culture, getting it right and keeping it right is easier than fixing it once it's gone wrong Greet students in the threshold of the door, remind them where they are (with you) and your expectations and demands of them This establishes a personal connection with students and reinforces classroom expectations	Hard at work just a few seconds after hitting the door Knows the teacher cares personally for them and recalls what the expectations and routin are going to be; experiences and participates in a culture of learning when in your room		
	I: No Warnings		
Using minor interventions and small consequences administered fairly and without hesita	tion before a situation gets emotional is the key to maintaining control and earning student		
Teacher	Student		
Take action rather than get angry: act early (use minor interventions to prevent major ones); act reliably (be predictably consistent); act proportionately (start small when the misbehavior is small).	Does not behave to please you, but demonstrates the correct behaviors to better themselves, and to be the best they can be and get the most out of school Experiences help and clarity when they demonstrate incompetence		
Giving a warning is not taking action; it is threatening to take action; once you determine a behavior is the result of disobedience (it's deliberate) rather than incompetence, a consequence is better than a warning. Issue consequences: be calm, poised and impersonal; be incremental; and be private when you can and public when you must	Experiences incremental consequences when they demonstrate disobedience		
Bright	en Lines		
Draw bright clear lines at the	beginning and end of a lesson		
Teacher	Student		

Experiences the "starts" and "stops" of different lesson activities

Beginnings and endings that are clearly visible are more likely to be perceived as reference

points and creates the perception you have done multiple, discrete thing.

All Hands					
Shift rapidly among and involving a wide array of participants					
Teacher	Student				
Shifting among participants creates a reference point which signals that something has	Feels engaged along with other students in the classroom				
changed, something has begun or ended.					
Manage questions, requests, and comments that are off task or persist on a topic you are					
ready to dispense with					

Growth Guide 5.3 – Teach Like a Champion Techniques

Standard 5: Positive Classroom Environment

Quality Indicator 3: Classroom, school and community culture

Emerging			Developing		Proficient		Distinguished
5E3) The emerging teacher			5D3) The developing teacher also		5P3) The proficient teacher		5S3) The distinguished teacher
					also		also
Builds awareness of the culture of the school and community in order to influence student relationships and build an effective classroom learning environment.			Develops a positive culture in the classroom and school to positively affect student relationships and learning.		Maintains and enhances a positive culture in the classroom and school, creating a classroom environment which promotes positive student relationships and learning.		Actively engages students in discussing and evaluating the culture of the classroom, school and community to positively impact relationships and
Score= 0	1	2	3	4	5	6	learning.
30016-0	1			2: Right is Right		<u> </u>	,
		Set	and defend a high standar		your classroom		
Teacher				Student	-		
answer the question yo	Do not accept partially or almost right answers; hold out for all the way; make students answer the question you asked and when you ask it (don't let them get ahead of you); have students use technical vocabulary; tell students they are almost there or almost correct until they are 100% correct			Strives to provide precise answers to specific questions asked Believes they are capable of getting answers as right as students anywhere else			
	Technique 11: Control the physical environment to su				losson goal for the	lo.,	
Teacher		Control the	pnysical environment to s	Student	lesson goal for the t	ау	
Include space planning as a part of lesson planning. Think about the way you want students' bodies engaged in a lesson as well as their minds. You have to be able to get anywhere in the room and within a foot of any student at all times. The walls in the rooms should avoid overstimulation and distraction; walls should be functional not just decorative and motivating				Environment ar		s learning; walls cor	mmunicate information and
				l: Board = Paper			
Tanahan	Studer	nts learning how to	be good students by learn		nd retain a record of	their knowledge.	
Teacher Have students take exact notes of what you put on the board as a starting point to their capturing their own increasing knowledge			Student Learn to capture own learning by first copying exactly what the teacher puts down; move on to making internal decisions about what to capture				
Provide exact direction	Provide exact direction and then increasing flexibility				n discretion of what	is important to cap	oture and how they capture
	A m.	amont during class	-	ie 27: Vegas	luos music lights sh	wthm dancing	
Teacher	A mo	oment during class	when you might observe s	ome production values: music, lights, rhythm, dancing. Student			
Use it to reinforce not just academics but the day's learning objective; it's upbeat but often short, sweet and on point – once it's done, it's done.					engaged due to the e	excitement, the spo	ntaneity and fun of learning

Technique 28:	Entry Routine
Make efficiency, productivity, and scholarly the habit after the	he greeting and as students take their seats and class begins.
Teacher	Student
Have students pick up materials instead of you passing them out (it is quicker); be sure	Comes in, picks up needed materials, turns in homework, sits in their seat and immediately
students know where to sit; turn in homework the same way every day; and a Do Now gets	begins on the day's objective. Knows that efficiency, productivity and being scholarly is the
students busy and the lesson underway.	habit in this classroom
Technique	29: Do Now
A short activity written on the board or on desks before students enter that	clearly states what to work on and eliminates excuses leading to distractions.
Teacher	Student
Effectively uses this by ensuring students can complete it without directions or discussion	Is hard at work even before you fully enter the room or into the lesson
with others; takes three to five minutes; creates a written product; and previews the day's	Is productive during every minute and ready for instruction when you start; has done the
lesson.	anticipatory set and is thinking about what is coming.
Technique 30: 1	
Quick or routine movement from place to place or activity to activity	that students can execute without extensive narration by the teacher.
Teacher	Student
Protects the most important resource: time. Teach transitions in steps (maybe even number	Knows exactly what to do, where to do it, and how to do it and can do it quickly without
them); use point to point movement (identify a location that students move to and then	needing additional information from the teacher
stop); to focus on speed, practice transitions against the clock (motivates students to	
improve); control what students say during the transition (if they are quick enough, it can be	
done in silence); and provide consistent enforcement (always do it the right way).	
*this applies to the movement of materials as well as students	
·	Binder Control
	em for the storage, organization and recall of what students have learned.
Teacher	Student
Have a required place for notes; have the required place be in a binder (ideally provided by	Maintains all notes and materials in an organized manner consistent with all of the other
you that maybe even stays in the classroom at night); have a required format for organizing	students.
papers (perhaps assign a number to all materials).	
	32: SLANT
	p; Listen; Ask & answer questions; Nod your head; Track the speaker.
Teacher	Student
Serves as shorthand for reminding students to be attentive and ready learners. Develop non-	Understands what the letters of the acronym means and can successfully adjust their
verbal signals allowing you to remind them without interrupting what you're otherwise	behavior to comply with the direction for each.
doing.	
	On Your Mark
	to begin and expect them to do so every day.
Teacher	Student
Show students how to prepare for class and expect it every day: be explicit about what is	Can successfully prepare themselves for learning.
needed; set a time limit for preparation; use a standard consequence; provide tools without	
consequence to those who recognize the need "before" class begins; and include homework	
(most important thing students do that is unsupervised by a teacher).	
	l: Seat Signals
	ose that require or allow students to get out of their seats.
Teacher	Student
Develop a set of signals for common needs in order to not become distracted from teaching:	Signals requests from their seats and can receive the teacher's approval nonverbally for
manage requests without interrupting instruction; be explicit and consistent about the	common needs (e.g. pencil sharpener, tissue, bathroom, water, etc.)
signals to be used; make signals specific and unambiguous to prevent them from being a	
distraction; and be clear about when they can be used and when they can't	

Technic	ue 35:	Props
---------	--------	--------------

Public praise from the class for students who demonstrate excellence or exemplify virtues (also called "shout-outs" or "ups")

Teacher

Can cue a prop in one second; can be visceral (non-verbal and without a message); is universal (everyone joins in); its tone is lively and fun; is evolving (students can suggest and develop ideas);

Student

Gives props the right way: crisply, quickly and enthusiastically for peers Receives props from classmates for doing something excellent or virtuous

Technique 37: What To Do

Give directions to students in a way that provides clear and useful guidance – enough to allow any student who wanted to do as they have been asked to do so easily.

Teacher

Make directions routinely useful and easy to follow. They should be specific (focus on manageable and precisely described actions); concrete (involve clear, actionable steps that any student knows how to do); sequential (describes a sequence of actionable steps); and observable (things the teacher can plainly see and verify).

Student

A larger portion of non-compliance occurs because of incompetence, not defiance Incompetence requires direction in order to become competent allowing the student to move from non-compliant to compliant.

Technique 38: Strong Voice

Manifestation of the unique power of individuals and their ability to earn respect and credibility, build relationships, and exude confidence and poise.

Teacher

Establish control, command and benign authority that make the use of excessive consequences unnecessary. This includes an economy of language (focus students on what is most important and nothing more); do not talk over (wait until there is no other talking or rustling); do not engage (avoid engaging in other topics until you have satisfactorily resolved the topic you initiated); square up/stand still (turn, with two feet and two shoulders to face the object of your words directly); and use quiet power (when you get nervous, anxious and upset, drop your voice and make students strain to listen-exude poise and calm even if you aren't feeling it).

Student

Feels as if they are being taught by someone who is in control of their learning. Sees the teachers as someone who can control their emotions, is credible and worthy of respect.

Technique 41: Threshold

When students cross the threshold into the classroom, remind them of the expectations: establish rapport, set the tone, and reinforce the first steps in a routine that makes excellence habitual.

Teacher

With culture, getting it right and keeping it right is easier than fixing it once it's gone wrong Greet students in the threshold of the door, remind them where they are (with you) and your expectations and demands of them

Student

Hard at work just a few seconds after hitting the door

Knows the teacher cares personally for them and recalls what the expectations and routines are going to be; experiences and participates in a culture of learning when in your room

This establishes a personal connection with students and reinforces classroom expectations

Technique 42: No Warnings

Using minor interventions and small consequences administered fairly and without hesitation before a situation gets emotional is the key to maintaining control and earning student respect.

Teacher

Take action rather than get angry: act early (use minor interventions to prevent major ones); act reliably (be predictably consistent); act proportionately (start small when the misbehavior is small).

Giving a warning is not taking action; it is threatening to take action; once you determine a behavior is the result of disobedience (it's deliberate) rather than incompetence, a consequence is better than a warning. Issue consequences: be calm, poised and impersonal; be incremental; and be private when you can and public when you must

Student

Does not behave to please you, but demonstrates the correct behaviors to better themselves, and to be the best they can be and get the most out of school Experiences help and clarity when they demonstrate incompetence Experiences incremental consequences when they demonstrate disobedience

Technique 43:	Positive Framing
·	want your students to see even while you are relentlessly improving it.
Teacher	Student
Live in the now (in public: in front of your class or when a lesson is underway); assume the	Is encouraged to do their best without being threatened by penalty unless it becomes
best instead of ill intention (it could be the result of distraction, lack of practice, or genuine	absolutely necessary
misunderstanding instead of ill intention); allow plausible anonymity (don't call someone out	Does not experience embarrassment or harassment
until you have to); build momentum and narrate the positive (make the positive the normal	Experience positive reaction even when being corrected
or status quo); challenge (build competition into the day); talk expectations and aspirations	
(the goal is for them to leave you and move on to bigger and better things).	
· ·	Precise Praise
·	as a powerful classroom tool
Teacher	Student
Differentiate acknowledgment and praise (acknowledge when expectations have been met	Understands that meeting expectation will be acknowledged but that receiving praise is
and praise when the exceptional has been achieved); praise and acknowledge loud – fix soft;	reserved for when exceptional work has been demonstrated
praise must be genuine (address praise and correction specifically to those who need to	
receive it – don't use the praise of one student to serve as the correction of another).	
•	5: The J-Factor
, , , , ,	nieve a happy and high-achieving classroom.
Teacher	Student
Uses fun and games to draw on a kid's love for challenges, competition and play; makes kids	Experiences the joy and enjoyment of learning
feel they belong and are a part of "us"; uses drama, song and dance to raise spirits and	Realizes that learning can be fun and exciting and yet controlled and productive
establish collective identity; invokes humor to make happy and fulfilled students; and uses	
suspense and surprise to make the classroom an adventure.	
1	lands
	ing a wide array of participants
Teacher	Student
Shifting among participants creates a reference point which signals that something has	Feels engaged along with other students in the classroom
changed, something has begun or ended.	
Manage questions, requests, and comments that are off task or persist on a topic you are	
ready to dispense with	
	orward
·	ment and anticipation around learning
Teacher	Student
Make your pacing feel more vibrant by building in some type of mild suspense into your	Is motivated to see the learning through to the end (how it turns out)
learning objective	Wants to know what is coming next

Growth Guide 6.1 – Teach Like a Champion Techniques

Standard 6: Effective Communication

The teacher models effective verbal, nonverbal, and media communication techniques with students, colleagues and parents to foster active inquiry, collaboration, and supportive interaction in the classroom.

Quality Indicator 1: Verbal and nonverbal communication

	Emerging		Developing		Proficient		Distinguished	
6E1) The emerging tea	acher		6D1) The developing teacher also		6P1) The proficient teacher		6S1) The distinguished teacher	
					also		also	
Uses correct, effective verbal and non-verbal communication skills.		Consistently uses and fosters correct, effective verbal and nonverbal communication, including strategies to communicate with students whose first language is not Standard English or whose disability requires specific forms of communication.		Evaluates the impact of and strategies for the correct and effective use of verbal and nonverbal communication.		Shares with others strategies for ensuring correct, effective verbal and nonverbal communication in their school and throughout the community.		
Score = 0	1	2	3	4	5	6	7	
				5: Without Apology				
	he skill of not apologiz	zing for students is c	ritical not only in the int		g of material but in r	eacting to students	response to it.	
Teacher	f l t t l- l			Student	.:		andle and assistant in a matter basis	
Reframe from apologizing it (we have to learn it); of	-	,	ing will be boring; blamil	difficult	is raised because th	iey know they can h	andle any content, no matter how	
it (we have to learn it), t	i not making it access	Sibile	They discover interest in content they might not have the			hought would be interesting		
			Techn	ique 8: Post It	nterest in content th	icy might not have t	modern would be interesting	
	Lesson obiect	tive is posted in a vis	ible location – same loca	•	identifies your purp	ose for teaching tha	it day.	
Teacher				Student	, , , ,	0	,	
Clearly communicate to	anyone entering your	room the intent of	your lesson	Knows what the	Knows what the teacher is trying to do in the lesson for that day and works more			
Particularly helpful for w	Particularly helpful for walk-throughs and other mechanisms for feedback on performance			intentionally to	intentionally toward that goal			
			Techniqu	e 9: Shortest Path				
	All things b	eing equal, the simp	lest explanation or strate		r the most direct rou	ute from point to po	pint.	
Teacher				Student				
Mastery of the objective		and the best strateg	y for achieving it is what		ne lesson objectivity;	;		
gets you to mastery bes	and fastest.			Experiences red	duced distractions			

Technique 10	: Double Plan
It's as important to plan for what students will be doing during each	phase of a lesson as it is to plan for what you will be doing and saying.
Teacher Too often, planning only focusing on what the teacher is doing and fails to account for what the student does. Thinking and planning for what students will do allows you to see your lesson through their eyes and keeps them productively engaged. Use a T-Chart with "You" on one side and "Them" on the other	Student What students will do during the lesson? Taking notes? Writing Summaries?
	2: The Hook
	ing and engaging about the material and puts it out in front.
Teacher Prepare students to be brought into the content; use a brief story, analogy, prop, media, status challenge, etc to engage student attention and build interest	Student Is inspired and excited about the content that is about to be learned Willingly takes the first step into the learning
	Entry Routine
	he greeting and as students take their seats and class begins.
Teacher Have students pick up materials instead of you passing them out (it is quicker); be sure students know where to sit; turn in homework the same way every day; and a Do Now gets students busy and the lesson underway.	Student Comes in, picks up needed materials, turns in homework, sits in their seat and immediately begins on the day's objective. Knows that efficiency, productivity and being scholarly is the habit in this classroom
•	I: Seat Signals
	ose that require or allow students to get out of their seats.
Teacher Develop a set of signals for common needs in order to not become distracted from teaching: manage requests without interrupting instruction; be explicit and consistent about the signals to be used; make signals specific and unambiguous to prevent them from being a distraction; and be clear about when they can be used and when they can't	Student Signals requests from their seats and can receive the teacher's approval nonverbally for common needs (e.g. pencil sharpener, tissue, bathroom, water, etc.)
Technique 37	7: What To Do
Give directions to students in a way that provides clear and useful guidance – enou	gh to allow any student who wanted to do as they have been asked to do so easily.
Teacher Make directions routinely useful and easy to follow. They should be specific (focus on manageable and precisely described actions); concrete (involve clear, actionable steps that any student knows how to do); sequential (describes a sequence of actionable steps); and observable (things the teacher can plainly see and verify).	Student A larger portion of non-compliance occurs because of incompetence, not defiance Incompetence requires direction in order to become competent allowing the student to move from non-compliant to compliant.
	1: Threshold
When students cross the threshold into the classroom, remind them of the expectations: es	stablish rapport, set the tone, and reinforce the first steps in a routine that makes excellence itual.
Teacher With culture, getting it right and keeping it right is easier than fixing it once it's gone wrong Greet students in the threshold of the door, remind them where they are (with you) and your expectations and demands of them This establishes a personal connection with students and reinforces classroom expectations	Student Hard at work just a few seconds after hitting the door Knows the teacher cares personally for them and recalls what the expectations and routines are going to be; experiences and participates in a culture of learning when in your room
One at	a Time
	tion at a time
Teacher Although questions tend to come in sequences, ask only one question at a time to help students focus on developing one idea at a time and to focus you on questioning with a specific goal or purpose in mind.	Student Develops one idea at a time in response to the specific question you asked

Verbatim (No	Bait and Switch)
Changing	a question
Teacher	Student
When repeating a question for a student and/or class, avoid changing a question after a	Hear and consider questions and participate based on thoughtful reflection because the
student has raised their hand and is formulating an answer. Even a slight change in syntax	question asked remained constant
can alter the question.	
Clear an	d Concise
Used to improve th	e clarity of a question
Teacher	Student
Start with a question word (who, when, what, where, why or how); limit to two clauses	Is not held accountable for a wrong answer when the actual problem was the way the
(rigorous and demanding but limited to two clauses); write them in advance when they	question was asked
matter (script them as a part of lesson planning); ask an actual question (not making a	Can formulate better questions themselves
statement with a question mark); and assume the answer (state it assuming someone can	
answer it).	

Growth Guide 6.2 – Teach Like a Champion Techniques

Standard 6: Effective Communication

Quality Indicator 2: Sensitivity to culture, gender, intellectual and physical differences

Emerging		Developing		Proficient		Distinguished		
6E2) The emerging te	acher		6D2) The developing	teacher also	6P2) The profici	ent teacher	6S2) The distinguished teacher	
					also		also	
Is aware of personal bias in regard to differences in			Demonstrates a	nd promotes	Helps stude	nts to develop a	Promotes a respect for all	
culture, gender, i	ntellectual, and phys	sical ability in	sensitivity to dif	erences in	respect for	all through	and sensitivity to cultural,	
classroom and its	impact on student	learning.	culture, gender,	intellectual, and	sensitivity t	o cultural,	gender, intellectual and	
			physical ability in	n classroom	gender, inte	ellectual and	physical ability differences	
			communication	and in responses	physical abi	lity differences	throughout the school and	
			to students' com	munications.	in classroon	n	community.	
					communica	tion.	·	
Score = 0	1	2	3	4	5	6	7	
I	•			1: Format Matters				
	hat students say that r	matters but how the	y communicate it. To suc		take their knowledg	ge and express it in t	he language of opportunity.	
Teacher			· · ·	Student				
Prepare students to suc Format Expectations: gr			-	_	Take knowledge and express it in a variety of clear and effective formats to fit the demands of the situation and of society;			
Format Expectations. gr	ammatical, complete s	sentence, addible, al			1: Take a Stand			
	Push studer	nts to actively engag	e in the ideas around the		ents about the answ	ers their peers prov	ide.	
Teacher		, 00		Student		'		
Push students to assess	the responses of othe	er students (can be v	vhole class, evaluative,	Actively engage	es in the ideas aroun	d them by making ju	udgments about the answers their	
verbal or signaled throu	gh a gesture).			peers provide.				
Don't ask if they agree,				· ·	Are open to having their ideas be assessed by peers as well			
		•	end their judgment and o	lo				
this technique for both	correct and incorrect a	inswers).						
	Ca4 -41-			: Everybody Writes		taa bafana diaate-	_	
Tanahau	Set stude	ents up for rigorous e	engagement by giving the		o reflect first in writ	ing before discussing	5.	
Teacher Ask all students to prepare	are for more ambitious	s thinking and discus	ssion by reflecting in	Student	tellectually and is e	naaned		
writing for a short interv					he ideas and their w			
			something to share; allow		ine racas and then w	Titilig illipioves		
you to involve everyone			-					
you think especially frui								

Growth Guide 6.3 – Teach Like a Champion Techniques

Standard 6: Effective Communication

Quality Indicator 3: Learner expression in speaking, writing and other media

Emerging			Developing		Proficient		Distinguished
6E3) The emerging tea	6E3) The emerging teacher				6P3) The proficient teacher also		6S3) The distinguished teacher also
Supports and expands learner expression in speaking, writing, listening, and other media ensuring it adheres to district policy.		Develops students in directing their own safe, free and respectful expression in speaking, writing, listening, and other media ensuring it adheres to district policy.		Promotes respect, safe and free expression in the school and the larger school community ensuring it adheres to district policy.		Shares with others strategies for promoting respect, safe and free expression in the school and the larger school community ensuring it adheres to district policy.	
Score = 0	1	2	3	4	5	6	7
	•	: No Opt Out with that student	giving the right ansv	wer as often as possi	ible even if they only repeat it.		
Teacher Provides answer and student repeats it; another student provides answer and first student repeats; provide cue and student uses it to find the answer; another student provides a cue and first student uses it to answer correctly Technique2 Set and defend a high standard Teacher Do not accept partially or almost right answers; hold out for all the way; make students answer the question you asked and when you ask it (don't let them get ahead of you); have students use technical vocabulary; tell students they are almost there or almost correct until they are 100% correct				Is not able to average Becomes increase often Right is Right of correctness in Student Strives to provide Believes they are	your classroom	to specific questions	ey answer questions correctly more s asked s students anywhere else
14/a .a.a.b :abb				Format Matters	*= -= * -=:-	:+ : +	ha language of a magnetum to
It's not just what students say that matters but how they communicate it. To succeed Teacher Prepare students to succeed by requiring complete sentences and proficient grammar Format Expectations: grammatical; complete sentence; audible; and unit				Student Take knowledge of the situation	e and express it in a	<u> </u>	effective formats to fit the demands
	It's as important to n	lan for what student	•	Double Plan	as it is to plan for w	hat you will be doing	g and saving
It's as important to plan for what students will be doing during each process. Teacher Too often, planning only focusing on what the teacher is doing and fails to account for what the student does. Thinking and planning for what students will do allows you to see your lesson through their eyes and keeps them productively engaged. Use a T-Chart with "You" on one side and "Them" on the other				Student	<u> </u>	-	g and saying. P Writing Summaries?

Technique 21	: Take a Stand
Push students to actively engage in the ideas around them I	by making judgments about the answers their peers provide.
Teacher	Student
Push students to assess the responses of other students (can be whole class, evaluative, verbal or signaled through a gesture).	Actively engages in the ideas around them by making judgments about the answers their peers provide.
Don't ask if they agree, but make students accountable for mentally engaged judgments rather than empty and obligatory participation (have students defend their judgment and do this technique for both correct and incorrect answers).	Are open to having their ideas be assessed by peers as well
Technique 26: E	verybody Writes
Set students up for rigorous engagement by giving them to	the opportunity to reflect first in writing before discussing.
Teacher	Student
Ask all students to prepare for more ambitious thinking and discussion by reflecting in	Is challenged intellectually and is engaged
writing for a short interval. Benefits include selection of effective responses by circulating	The quality of the ideas and their writing improves
and reading over shoulders; you know everyone is prepared with something to share; allows	
you to involve everyone; processing thoughts refines them; steers students in a direction	
you think especially fruitful; and students remember twice as much.	

Growth Guide 6.4 – Teach Like a Champion Techniques

Standard 6: Effective Communication

Quality Indicator 4: Technology and media communication tools

	Emerging			oping	Prof	icient	Distinguished	
6E4) The emerging to	eacher		6D4) The developin	g teacher also	6P4) The profici	ent teacher	6S4) The distinguished teacher	
					also		also	
Demonstrates knowledge and understanding of technology and media communication tools for purposeful instruction.		Implements instruction that encourages technology and media communication tools use for learning and models those techniques.		Facilitates the students' effective use of technology and media communication tools.		Either mentors, or assists students in mentoring, members of the school and community in the use of technology and media communication tools.		
Score = 0	1	2	3	4	5	6	7	
	1	1	Technique	4: Format Matters			1	
It's not just w	hat students say that r	matters but how the	-		take their knowledg	ge and express it in t	the language of opportunity.	
Teacher	•		,	Student		•		
Prepare students to suc						variety of clear and	effective formats to fit the demands	
Format Expectations: g	rammatical; complete :	sentence; audible; a		of the situation	and of society;			
			-	ie 10: Double Plan				
	It's as important to p	olan for what studen	ts will be doing during e		as it is to plan for w	hat you will be doin	g and saying.	
Teacher Too often, planning only focusing on what the teacher is doing and faithe student does. Thinking and planning for what students will do allow lesson through their eyes and keeps them productively engaged. Use a on one side and "Them" on the other		allows you to see your		will do during the le	sson? Taking notes?	Writing Summaries?		
				e 14: Board = Paper				
	Stude	ents learning how to	be good students by lea	rning to take notes ar	nd retain a record of	their knowledge.		
Teacher				Student				
Have students take exa	, ,	ut on the board as a	starting point to their		Learn to capture own learning by first copying exactly what the teacher puts down; move on to making internal decisions about what to capture			
capturing their own inc	-	wihilitu		to making internal decisions about what to capture			ture and how they canture	
Provide exact direction	and then increasing he	exibility	Technique 19:	Increases in own discretion of what is important to capture and how they capture check for Understanding				
Gather	data constantly on wha	at students can do w	hile you're teaching and		•	form what you do n	ext and how you do it	
Teacher	acta constantly on will	at stadents can do w	you re teaching and	Student	MIOWICABE TO III		ione and now you do it.	
Check for understanding	g and do something ab	oout it "right awav"			on the degree of the	ir understanding an	d mastery of content through the	
Gather data (think of answers to your questions as data); use questions to generate a deeper				-		,		
understanding that you can act on; observation (students indicating non-verbally that they			у					
have achieved mastery								
Respond to the data; th				ng				
it the more likely the in								
different approach; ide								
difficult terms; a slower	pace; using a different	t order; and identify	ing students of concern.					

Technique 26: E	verybody Writes				
Set students up for rigorous engagement by giving them	the opportunity to reflect first in writing before discussing.				
Teacher Student					
Ask all students to prepare for more ambitious thinking and discussion by reflecting in	Is challenged intellectually and is engaged				
writing for a short interval. Benefits include selection of effective responses by circulating	The quality of the ideas and their writing improves				
and reading over shoulders; you know everyone is prepared with something to share; allows					
you to involve everyone; processing thoughts refines them; steers students in a direction					
you think especially fruitful; and students remember twice as much.					
Technique	27: Vegas				
A moment during class when you might observe sor	ne production values: music, lights, rhythm, dancing.				
Teacher	Student				
Use it to reinforce not just academics but the day's learning objective; its upbeat but often	Is more highly engaged due to the excitement, the spontaneity and fun of learning				
short, sweet and on point – once it's done, it's done.					
Change	the Pace				
Use a variety of activities to accomplish your objective and n	nove from one to the other throughout the course of a lesson				
Teacher	Student				
People of all ages tend to lose focus after ten minutes, so do something new to engage	Is energized as a part of the learning process				
them.	Feels as if they are moving quickly from activity to activity				
Creation an illusion of speed by using a variety throughout the lesson					

Growth Guide 7.1 – Teach Like a Champion Techniques

Standard 7: Student Assessment and Data Analysis

The teacher understands and uses formative and summative assessment strategies to assess the learner's progress and uses both classroom and standardized assessment data to plan ongoing instruction. The teacher monitors the performance of each student and devises instruction to enable students to grow and develop, making adequate academic progress.

Quality Indicator 1: Effective use of assessments

Emerging		Developing		Proficient		Distinguished	
7E1) The emerging tea	cher		7D1) The developing	teacher also	7P1) The profici	ent teacher	7S1) The distinguished teacher
					also		also
Demonstrates the use of formal and informal assessments to determine progress towards specific learning goals.		Effectively uses multiple formal and informal student assessments to address specific learning goals, including modifications for students with special needs.		Identifies student's prior knowledge, progress during instruction and achievement at the end of an instructional unit to demonstrate individual and whole class learning.		Shares knowledge and expertise with others on the effective use of assessments to generate data demonstrating progress toward individual and whole class learning.	
Score = 0	1	2	3 4 5 6				7
			Techniqu	e 2: Right is Right			
		Set	and defend a high stand		your classroom		
Do not accept partially of answer the question you	Teacher Do not accept partially or almost right answers; hold out for all the way; make students answer the question you asked and when you ask it (don't let them get ahead of you); have students use technical vocabulary; tell students they are almost there or almost correct until they are 100% correct			e Believes they a	ide precise answers t re capable of getting		s asked s students anywhere else
				nique 7: 4 Ms			
	son objective and the	erefore a great lessor	n should be Manageable		e first, and Most imp	ortant on the path t	o college (Todd McKee).
Teacher				Student			
Great objectives are mar measureable (success ca and most important (foc	n be determined by t	he end of class); mad	de first (guides activities)	· ·			tion done before teaching. This ul, effective lesson objectives)

Technique 18:	Check for Understanding	
---------------	-------------------------	--

Gather data constantly on what students can do while you're teaching and act immediately on that knowledge to inform what you do next and how you do it.

Teacher

Check for understanding and do something about it "right away"

Gather data (think of answers to your questions as data); use questions to generate a deeper understanding that you can act on; observation (students indicating non-verbally that they have achieved mastery)

Respond to the data; the shorter the delay between recognizing a lack of mastery and fixing it the more likely the intervention will be effective; Fixing it can include re-teaching by: a different approach; identifying and re-teaching the problem step; identifying and explaining difficult terms; a slower pace; using a different order; and identifying students of concern.

Student

Gives off data on the degree of their understanding and mastery of content through the answers they provide

Technique 20: Exit Ticket

Use a single question or short sequence of problems to solve at the close of a class to check for understanding that provides strong data and critical insights.

Teacher

Refine your next lesson based on the data from the exit ticket

These are quick (one to three questions); they're designed to yield data (fairly simple and focus on one key part of the objective); and make for great Do Nows (technique 29).

Student

Looks at the data from the exit ticket to understand how well they mastered the key part of the objective and to inform what else they need to know.

Technique 36: 100 Percent

There's one acceptable percentage of students following a direction: 100%. Less and your authority is subject to interpretation, situation, and motivation.

Teacher

Sets a standard, not a goal, of 100% compliance; culture of compliance is both positive and more importantly invisible (matter of habit). Most sustainable form of compliance is one that for both teacher and student is about achievement, not an empty exercise in teacher power. To get 100% compliance use the least invasive form of intervention (in order try nonverbal intervention, positive group correction, anonymous individual correction, private individual correction, lightning-quick public correction, and consequence); rely on firm, calm finesse (complying is an exercise in purpose, not power: you emphasize compliance when you invent ways to maximize visibility, be seen looking, avoid marginal compliance, and leverage the power of unacknowledged behavioral opportunities).

Student

Does as they are asked without ever seeming to think about it (out of habit).

Learns how to do rituals and routines right.

Engages in 100% compliance because it promotes their own achievement, not because it is about the teacher's power

Does not comply in order to please the teacher but to promote their own learning

Technique 39: Do It Again

Doing it again and doing it right or better or perfect is often the best consequence.

Teacher

Practice helping students to improve; frame it as "good – better – best" sets a standard of excellence by challenging students positively to show you their best at something Have students go back and try again as soon as you know the level of execution won't meet the standard you have set

Student

Improves their own performance; experiences greater levels of success Students improve at something without feeling like their being punished or

Students improve at something without feeling like their being punished or doing it out of compliance

Hit Rate

The rate at which students answer the teacher's questions correctly (or adequately and thoroughly if there's no firm right answer)

Teacher

If the hit rate is 100%, it's probably time to ask harder questions (unless you've just wrapped up a review) and if it is below 2 out of 3 (67%) there is a problem with how you presented material or how aligned your questions are to that material.

Student

Is challenged with questions that are not too hard or unfair, but are not too easy either Stretches their thinking without being impossible; students are bored with easy content

Growth Guide 7.2 – Teach Like a Champion Techniques

Standard 7: Student Assessment and Data Analysis

Quality Indicator 2: Assessment data to improve learning

	Emerging		Developing		Profi	cient	Distinguished	
7E2) The emerging te	acher		7D2) The developing teacher also		7P2) The proficient teacher also		7S2) The distinguished teacher also	
Demonstrates basic strategies for accessing, analyzing and appropriately using information and assessment results to improve learning activities.			Reviews student trend data and growth in learning through a comparison of student work (i.e. pre-/post- test results or similar mechanisms) to inform instructional decisions.		Uses tools such as rubrics, scoring guides, performance analyses, etc., that clearly identify the knowledge and skills intended for students to acquire in well-defined learning goals.		Is able to model and/or share information and expertise with others on the use of a wide variety of assessments and evidence that they improved the effectiveness of instruction.	
Score = 0	1	2	3	4	5	6	7	
			•	No Opt Out		ç.		
repeats; provide cue an and first student uses it Teacher Do not accept partially of answer the question yo	d student uses it to fin to answer correctly or almost right answer u asked and when you	d the answer; anoth Set s; hold out for all the ask it (don't let ther	and defend a high standard way; make students n get ahead of you); have ere or almost correct until	with that student giving the right answer as often as possible even if they only repeat it. Student Is not able to avoid work or failure Becomes increasingly familiar with success because they answer questions correctly more often Right is Right of correctness in your classroom Student Strives to provide precise answers to specific questions asked Believes they are capable of getting answers as right as students anywhere else				
A coguence of lear	ving door not and with	the right answer: re		3: Stretch It	that oxtend knowled	lan and tost for roli	ability (Differentiated Instruction)	
Teacher Respond to a right answ Use questioning to mak	er by asking a differen e sure that a right ansv ask for a better word;	nt/tougher question wer is repeatable (as ask for evidence; as	that builds and extends	Student Knows how to get similar right answers again and again Explains their thinking or applies knowledge in new ways Pushed in a way that's directly responsive to what they've shown they can already do				
			Technique 6: Be	-				
·					Student (Not executed live in front of students; it's the preparation done before teaching. This technique will result in students experience cohesive, learning progressions)			

A great lesson objective and therefore a great lesson should be Manageable, Measureable, Made first, and Most important on the path to college (Todd McKee). Teacher Great objectives are manageable (has size & scope to be taught in a single lesson); and most important (focuses on the most essential learning there is). Technique 13: Name the Steps Subdivide complex skills into component tasks and build knowledge up systematically. Teacher Identify the steps; make them sticky (memorable and stick in students' minds); build the steps; use two stairways (explaining the process and doing the process) Teacher Teacher In regards to student error or guess, conceptualize the original material as a series of smaller, simpler paces, and sak a question or present information that bridges the part of the material that they think most likely caused the error. Provide the smallest hint possible and yet still enable a student to answer correctly Provide an answer, comiest, rule or missing for frist) steps, rules to elective stake and such as considered and such as the such answer, comiest, rule or missing for frist) steps, rules that they think nost likely caused the error Teacher Gather data constantly on what students can do while you're teaching and set immediately on that knowledge to inform what you do next and how you do it. Teacher Gather data (think of answers to your questions as data); use questions to generate a deeper understanding and do something about it "right away" Gather data (think of answers to your questions as data); use questions to generate a deeper understanding that you can act on, observation (students indicating non-verbally that they have achieved mastery) (beer the intervention will be effective; Fixing it can include re-leaching by a different approach, identifying and re-teaching the problems tep; belinding and explaining difficult terms; a slower pace; using a different approach, identifying and re-teaching the problems tep; belinding and re-teaching the problems tep; belinding and ex	Techniqu	ne7: 4 Ms
Great objectives are manageable (has size & scope to be taught in a single lesson); measureable (success can be determined by the end of class); made first (guides activities); and most important (focuses on the most essential learning there is). Teacher Subdivide complex skills into component tasks and build knowledge up systematically. Subdivide (component tasks and build knowledge up systematically. Subdivide (press and use this road map as they progress towards mastery (competence) Explains the process while another student does the process. Provides a process that the student can use as they work to remember content Technique 16: Break it Down In regards to student error or guess, conceptualize the original material as a series of smaller, simpler preses; build a student's knowledge back up from a point of partial understanding. Sudent Commits error but whose learning is then facilitated to result in a correct answer they think most likely caused the error Provide the smallest hint possible and vet still enable a student to answer correctly Provide an answer, context, rule or missing (or first) step; rollback (repeat answer back); eliminate false choices (take away increet possibilities) Gather data (think of answers to your questions as data); use questions to generate a deeper understanding and do something about it "right away" Gather data (think of answers to your questions as data); use questions to generate a deeper understanding that you can act on; observation (students indicating non-verbally that they have achieved mastery) Respond to the data; the shorter the delay between recognizing a lack of mastery and fixing the way and the provide with the		
measureable (success can be determined by the end of class); made first (guides activities); and most important (focuses on the most essential learning there is. Technique 13: Name the Steps Subdivide complex skills into component tasks and build knowledge up systematically. Teacher Identify the steps; make them sticky (memorable and stick in students' minds); build the steps; use two stairways (explaining the process and doing the process) Technique 14: Bradient (about 15 to 15 to 15 to 15 to 15 to 15 to 16 to	Teacher	Student
Technique 13: Name the Steps Subdivide complex skills into component tasks and build knowledge up systematically. Teacher Identify the steps; make them sticky (memorable and stick in students' minds); build the steps; use two stairways (explaining the process and doing the process) In regards to student error or guess, conceptualize the original materials as a series of smaller, situation of boats and ask a question or present information that bridges the part of the material that they think most likely caused the error Provide the smallers think most likely caused the error Provide the smallers think most likely caused the error Provide the smallers think most likely caused the error Provide the smallers think most likely caused the error Provide the smallers think most likely caused the error Provide the smallers think most likely caused the error Provide the smallers think most likely caused the error Provide the smallers think most likely caused the error Provide the smallers think most likely caused the error Provide the smallers think most likely caused the error Provide the smallers think most likely caused the error Provide the smallers think most likely caused the error Provide the smallers think most likely caused the error Provide the smallers think most likely caused the error Provide the smallers think most likely caused the error Provide the smallers think most likely caused the error Provide the smallers think most likely caused the error of the smallers thank the provide that the smallers thank the provide that the smallers thank the smallers th	Great objectives are manageable (has size & scope to be taught in a single lesson);	(Not executed live in front of students; it's the preparation done before teaching. This
Technique 13: Name the Steps Subdivide complex skills into component tarks and build knowledge up systematically. Student (Jentify the steps; make them sticky (memorable and stick in students' minds); build the steps; use two stairways (explaining the process and doing the process) Technique 15: Break (Down In regards to student error or guess, conceptualize the original material as a series of smaller, simpler pieces, build a student's knowledge back up from a point of partial understanding. Teacher Go back and ask a question or present information that bridges the part of the material that they think most likely caused the error Provide the smallest hirt possible and yet still enable a student to answer correctly Provide an answer, context, rule or missing (or first) step; rollback (repeat answer back); eliminate false choices (take away incorrect possibilities). Technique 13: Check for Understanding and do something about it "right away" Gather data constantly on what students can do while you're teaching and act immediately on that knowledge to inform what you do next and how you do it. Teacher Gather data constantly on what students in clicular e-teaching and act immediately on that knowledge to inform what you do next and how you do it. Student Gather data constantly on what students in clicular e-teaching and act immediately on that knowledge to inform what you do next and how you do it. Student Gather data constantly on what students in include re-teaching and act immediately on that knowledge to inform what you do next and how you do it. Student Gather data (think of answers to your questions as data), use questions to generate a deeper understanding that you can act on; observation (students indicating non-verbally that they have achieved mastery) Respond to the data; the shorter the delay between recognizing a lack of mastery and fixing it the more likely the intervention will be effective; Fixing it can include re-teaching by: a different order, and identifying guitedness of concer	measureable (success can be determined by the end of class); made first (guides activities);	technique will result in student learning driven by useful, effective lesson objectives)
Subdivide complex skills into component tasks and build knowledge up systematically. Student Identify the steps; make them sticky (memorable and stick in students' minds); build the steps; use two stainways (explaining the process and doing the process) Student Learn steps and use this road map as they progress towards mastery (competence) Explains the process while another student does the process. Provides a process that the student can use as they work to remember content used and the composition of present information that bridges the part of the material state they think most likely caused the error Provide the smallest hint possible and yet still enable a student to answer correctly Provide an answer, context, rule or missing (or first) step; rollback (repeat answer back); eliminate false choices (take away incorrect possibilities). Technique 18: Check for understanding and do something about it "right away" Student Casher data (think of answers to your questions as data), use questions to generate a deeper understanding that you can act on; observation (students indicating non-verbally that they have achieved mastery) Student (sieve off data) and students and an explaining tifteen approach, identifying and are teaching the problems to solve at the close of a class to check for understanding that provides an swarp and fixing tifteent approach, identifying and are teaching the problems to; identifying and explaning difficult terms; a slower pace; using a different order; and identifying students of concern. Teacher	and most important (focuses on the most essential learning there is).	
Student Learn steps; make them sticky (memorable and stick in students' minds); build the steps; make two stairways (explaining the process and doing the process) Technique 16: Break to Down		
Learn steps, make them sticky (memorable and stick in students' minds); build the steps; use two stainways (explaining the process and doing the process) Technique 15: Break it Down		
Explains the process while another student does the process. Provides a process that the student can use as they work to remember content Technique 15: Break it Down Technique 15: Break it Down Teacher Go back and ask a question or present information that bridges the part of the material that they think most likely caused the error Provide the smallest hint possible and yet still enable a student to answer correctly Provide an answer, context, rule or missing (or first) step; rollback (repeat answer back); eliminate false choices (take away incorrect possibilities). Technique 18: Check for Understanding Gather data constantly on what students can do while you're teaching and act immediately on that knowledge to inform what you do next and how you do it. Teacher Check for understanding and do something about it "right away" Gather data (think of answers to your questions as data); use questions to generate a deeper understanding that you can act on; observation (students indicating non-verbally that they have achieved mastery) Respond to the data; the shorter the delay between recognizing a lack of mastery and fixing it the more likely the intervention will be effective; Fixing it can include re-teaching by; a different approach; identifying and re-teaching the problems tep; identifying and explaining difficult terms; a slower pace; using a different order; and identifying and explaining difficult terms; a slower pace; using a different order; and identifying and explaining and the problems tep; identifying and explaining and the problems tep; identifying and explaining and the problems tep; identifying and explaining and explainin		
Teaching to student error or guess, conceptualize the original material as a series of smaller. Simpler pieces; build a student's knowledge back up from a point of partial understanding. Teacher Go back and ask a question or present information that bridges the part of the material that they think most likely caused the error Provide the smallest hint possible and yet still enable a student to answer correctly Provide an answer, context, rule or missing (or first) step; rollback (repeat answer back); eliminate false choices (take away incorrect possibilities). Technique 18: Check for Understanding Gather data constantly on what students can do while you're teaching and act immediately on that knowledge to inform what you do next and how you do it. Student Gather data (think of answers to your questions as data); use questions to generate a deeper understanding and do something about it "right away" Gather data (think of answers to your questions as data); use questions to generate a deeper understanding that you can act on; observation (students indicating non-verbally that they have achieved mastery) Respond to the data; the shorter the delay between recognizing a lack of mastery and fixing it the more likely the intervention will be effective; Fixing it can include re-teaching by: a different approach; identifying and re-teaching by: a different approach; identifying sudents of concern. Technique 20: Exit Ticket Use a single question or short sequence of problems to solve at the close of a class to check for understanding that provides strong data and critical insights. Technique 20: Exit Ticket Use a single question or short sequence of problems to solve at the close of a class to check for understanding that provides strong data and critical insights. Technique 20: Exit Ticket Use a single question or short sequence of problems to s		1
Teachique 16: Break it Down	steps; use two stairways (explaining the process and doing the process)	1 ' ' ' '
Teacher Go back and ask a question or present information that bridges the part of the material that they think most likely caused the error Provide the smallest hint possible and yet still enable a student to answer correctly Provide an answer, context, rule or missing (or first) step; rollback (repeat answer back); eliminate false choices (take away incorrect possibilities). Technique 18: Check for Understanding Gather data constantly on what students can do while you're teaching and act immediately on that knowledge to inform what you do next and how you do it. Student Given for data (think of answers to your questions as data); use questions to generate a deeper understanding that you can act on; observation (students indicating non-verbally that they have achieved mastery) Respond to the data; the shorter the delay between recognizing a lack of mastery and ifficent approach; identifying and re-teaching the problem step; identifying and explaining difficult terms; a slower pace; using a different order; and identifying students of concern Technique 20: Exit Ticket Use a single question or short sequence of problems to solve at the close of a class to check for understanding that provides strong data and critical insights. Teacher Refine your next lesson based on the data from the exit ticket These are quick (one to three questions); they're designed to yield data (fairly simple and focus on one key part of the objective); and make for great Do Nows (technique 29). Technique 30: Dot Again Doing it again and doing it right or better Teacher Doing it again and doing it right or better or performance; experiences greater levels of success Student Looks at the data from the exit ticket to understand how well they mastered the key part of the objective); and make for great Do Nows (technique 29). Technique 30: Dot Again Doing it again and doing it right or better or performance; experiences greater levels of success Student Looks at the data from the exit ticket to understand how well they mast		
Teacher Student Commits error but whose learning is then facilitated to result in a correct answer Provide the smallest hint possible and yet still enable a student to answer correctty Provide an answer, context, rule or missing (or first) step; rollback (repeat answer back); eliminate false choices (take away incorrect possibilities). Technique 18: Check for Understanding Gather data constantly on what students can do while you're teaching and at immediately on that knowledge to inform what you do next and how you do it. Teacher Check for understanding and do something about it "right away" Gather data (think of answers to your questions as datal); use questions to generate a deeper understanding that you can act on; observation (students indicating non-verbally that they have achieved mastery) Respond to the data; the shorter the delay between recognizing a lack of mastery and fixing difficult terms; a slower pace; using a different order; and identifying and explaining difficult terms; a slower pace; using a different order; and identifying students of concern. Technique 20: Exti Ticket Use a single question or short sequence of problems to solve at the close of a class to check for understanding that provides strong data and critical insights. Technique 20: Exti Ticket Use a single question or short sequence of problems to solve at the close of a class to check for understanding that provides strong data and critical insights. Technique 20: Exti Ticket Use a single question or short sequence of problems to solve at the close of a class to check for understanding that provides strong data and critical insights. Technique 20: Exti Ticket Use a single question or short sequence of problems to solve at the close of a class to check for understanding that provides strong data and critical insights. Technique 30: Exti Ticket Use a single question or short sequence of problems to solve at the close of a class to check for understanding that provides strong data and critical insights. Technique	•	
Go back and ask a question or present information that bridges the part of the material that they think most likely caused the error Provide the analyse think go subsible and yet still enable a student to answer correctly Provide an answer, context, rule or missing (or first) step; rollback (repeat answer back); eliminate false choices (take away incorrect possibilities). Technique 18: Check for Understanding Gather data constantly on what students can do while you're teaching and act Teacher Check for understanding and do something about it "right away" Gather data (think of answers to your questions as data); use questions to generate a deeper understanding that you can act no; observation (students indicating non-verbally that they have achieved mastery) Respond to the data; the shorter the delay between recognizing a lack of mastery and fixing it the more likely the intervention will be effective; Fixing it can include re-teaching by: a different approach; identifying and re-teaching the problem step; identifying and explaining difficult terms; a slower pace; using a different order; and identifying students of concern. Technique 20: Exit Ticke Use a single question or short sequence of problems to solve at the close of a class to check for understanding that provides strong data and critical insights. Teacher Refine your next lesson based on the data from the exit ticket These are quick (one to three questions); they're designed to yield data (fairly simple and focus on one key part of the objective); and make for great Do Nows (technique 29). Technique 30: Do It Again Doing it again and doing it right or better or perfect is often the best consequence. Teacher Practice helping students to improve; frame it as "good – better – best" sets a standard of excellence by challenging students positively to show you their best at something Student Improves their own performance; experiences greater levels of success Student Improves their own performance; experiences greater levels of success Student		
they think most likely caused the error Provide the smallest hint possible and yet still enable a student to answer correctly Provide an answer, context, rule or missing (or first) step; rollback (repeat answer back); eliminate false choices (take away incorrect possibilities). Technique 18: Check for Understanding Gather data constantly on what students can do while you're teaching and act immediately on that knowledge to inform what you do next and how you do it. Teacher Check for understanding and do something about it "right away" Gather data (think of answers to your questions as data); use questions to generate a deeper understanding that you can act on; observation (students indicating non-verbally that they have achieved mastery) Respond to the data; the shorter the delay between recognizing a lack of mastery and fixing it the more likely the intervention will be effective; Fixing it can include re-teaching by: a different approach; identifying and re-teaching the problem step; identifying and splaning difficult terms; a slower pace; using a different order; and identifying students of concern. Technique 20: Exit Ticket Use a single question or short sequence of problems to solve at the close of a class to check for understanding that provides strong data and critical insights. Teacher Refine your next lesson based on the data from the exit ticket These are quick (one to three questions); they're designed to yield data (fairly simple and focus on one key part of the objective); and make for great Do Nows (technique 29). Technique 39: Do It Again Technique 39: Do It Again Technique 39: Do It Again Technique 30: Student Looks at the data from the exit ticket to understand how well they mastered the key part of the objective); and make for great Do Nows (technique 29). Technique 40: Student Looks at the data from the exit ticket to understand how well they mastered the key part of the objective); and make for great Do Nows (technique 29). Technique 30: Student Looks at the data from the exi		
Provide the smallest hint possible and yet still enable a student to answer correctly Provide an answer, context, rule or missing (or first) step; rollback (repeat answer back); eliminate false choices (take away incorrect possibilities). Technique 18: Check for Understanding Gather data constantly on what students can do while you're teaching and activated. Teacher Check for understanding and do something about it "right away" Casher data (think of answers to your questions as data); use questions to generate a deeper understanding that you can act on; observation (students indicating non-verbally that they have achieved mastery) Respond to the data; the shorter the delay between recognizing a lack of mastery and fixing it the more likely the intervention will be effective; Fixing it can include re-teaching by: a different approach; identifying and re-teaching the problem step; identifying and explaining difficult terms; a slower pace; using a different order; and identifying students of concern. Teacher Refine your next lesson based on the data from the exit ticket These are quick (one to three questions); they're designed to yield data (fairly simple and focus on one key part of the objective); and make for great Do Nows (technique 29). Doing it again and doing it right or better or perfect is often the best consequence. Teacher Poing it again and doing it right or better or perfect is often the best consequence. Teacher Practice helping students to improve; frame it as "good – better – best" sets a standard of excellence by challenging students positively to show you their best" sets a standard of excellence by challenging students positively to show you their best at something Student Technique 39: Do It Again Student Student Student Student Student in the exit ticket to understand how well they mastered the key part of the objective and to inform what else they need to know. Student T		Commits error but whose learning is then facilitated to result in a correct answer
Provide an answer, context, rule or missing (or first) step; rollback (repeat answer back); eliminate false choices (take away incorrect possibilities). Technique 18: Check for Understanding Gather data constantly on what students can do while you're teaching and act immediately on that knowledge to inform what you do next and how you do it. Teacher Check for understanding and do something about it "right away" Gather data (think of answers to your questions as data); use questions to generate a deeper understanding that you can act on; observation (students indicating non-verbally that they have achieved mastery) Respond to the data; the shorter the delay between recognizing a lack of mastery and fixing it the more likely the intervention will be effective; Fixing it can include re-teaching by: a different approach; identifying and re-teaching the problem step; identifying and explaining difficult terms; a slower pace; using a different order; and identifying students of concern. Technique 20: Exit Ticket Use a single question or short sequence of problems to solve at the close of a class to check for understanding that provides strong data and critical insights. Teacher Refine your next lesson based on the data from the exit ticket These are quick (one to three questions); they're designed to yield data (fairly simple and focus on one key part of the objective); and make for great Do Nows (technique 29). Technique 39: Do It Again Technique 10: Ag		
Eliminate false choices (take away incorrect possibilities). Technique 18: Check Gather data constantly on what students can do while you're teaching and act immediately on that knowledge to inform what you do next and how you do it. Student Check for understanding and do something about it "right away" Gather data (think of answers to your questions as data); use questions to generate a deeper understanding that you can act on; observation (students indicating non-verbally that they have achieved mastery) Respond to the data; the shorter the delay between recognizing a lack of mastery and fixing it ten more likely the intervention will be effective; Fixing it can include re-teaching by; a different approach; identifying and re-teaching the problem step; identifying and explaining difficult terms; a slower pace; using a different order; and identifying students of concern. Teachne Refine your next lesson based on the data from the exit ticket These are quick (one to three questions); they're designed to yield data (fairly simple and focus on one key part of the objective); and make for great Do Nows (technique 29). Technique 39: Do It Again Doing it again and doing it right or better Teacher Practice helping students to improve; frame it as "good – better – best" sets a standard of excellence by challenging students positively to show you their best at something Student Improves their own performance; experiences greater levels of success Students immrove at something without feeling like their being punished or doing it out of students.		
Teacher Gather data constantly on what students can do while you're teaching and act immediately on that knowledge to inform what you do next and how you do it. Teacher Check for understanding and do something about it "right away" Check for understanding and do something about it "right away" Cather data (think of answers to your questions as data); use questions to generate a deeper understanding that you can act on; observation (students indicating non-verbally that they have achieved mastery) Respond to the data; the shorter the delay between recognizing a lack of mastery and fixing it the more likely the intervention will be effective; Fixing it can include re-teaching by: a different approach; identifying and re-teaching the problem step; identifying students of concern. Technique 20: Exit Ticket Use a single question or short sequence of problems to solve at the close of a class to check for understanding that provides strong data and critical insights. Teacher Refine your next lesson based on the data from the exit ticket These are quick (one to three questions); they're designed to yield data (fairly simple and focus on one key part of the objective); and make for great Do Nows (technique 29). Technique 39: Do It Again Doing it again and doing it right or better or perfect is often the best consequence. Student Practicle helping students to improve; frame it as "good – better – best" sets a standard of excellence by challenging students positively to show you their best at something Technique 39: Do It Again improve at something without feeling like their being punished or doing it out of students improve at something without feeling like their being punished or doing it out of students improve at something without feeling like their being punished or doing it out of students improve at something without feeling like their being punished or doing it out of students in prove at something without feeling like their being punished or doing it out of students in prove at something without feelin		
Teacher Check for understanding and do something about it "right away" Gather data (think of answers to your questions as data); use questions to generate a deeper understanding that you can act on; observation (students indicating non-verbally that they have achieved mastery) Respond to the data; the shorter the delay between recognizing a lack of mastery and fixing it the more likely the intervention will be effective; Fixing it can include re-teaching by: a different approach; identifying and re-teaching the problem step; identifying and explaining difficult terms; a slower pace; using a different order; and identifying students of concern. Technique 20: Student Looks at the data from the exit ticket to understand how well they mastered the key part of the objective); and make for great Do Nows (technique 29). Technique 20: Technique 20: Student Looks at the data from the exit ticket to understand how well they mastered the key part of the objective); and make for great Do Nows (technique 29). Technique 39: Doing it again and doing it right or better - perfect is often the best consequence. Technique 39: Technique 40: Technique	·	
Teacher Check for understanding and do something about it "right away" Gather data (think of answers to your questions as data); use questions to generate a deeper understanding that you can act on; observation (students indicating non-verbally that they have achieved mastery) Respond to the data; the shorter the delay between recognizing a lack of mastery and fixing it the more likely the intervention will be effective; Fixing it can include re-teaching by: a different approach; identifying and re-teaching the problem step; identifying and explaining difficult terms; a slower pace; using a different order; and identifying students of concern. Technique 20: Exit Ticket Use a single question or short sequence of problems to solve at the close of a class to check for understanding that provides strong data and critical insights. Teacher Refine your next lesson based on the data from the exit ticket These are quick (one to three questions); they're designed to yield data (fairly simple and focus on one key part of the objective); and make for great Do Nows (technique 29). Technique 39: Do It Again Technique 3		
Check for understanding and do something about it "right away" Gather data (think of answers to your questions as data); use questions to generate a deeper understanding that you can act on; observation (students indicating non-verbally that they have achieved mastery) Respond to the data; the shorter the delay between recognizing a lack of mastery and fixing it the more likely the intervention will be effective; Fixing it can include re-teaching by: a different approach; identifying and re-teaching the problem step; identifying and explaining difficult terms; a slower pace; using a different order; and identifying students of concern. Technique 20: Exit Ticket Use a single question or short sequence of problems to solve at the close of a class to check for understanding that provides strong data and critical insights. Teacher Refine your next lesson based on the data from the exit ticket These are quick (one to three questions); they're designed to yield data (fairly simple and focus on one key part of the objective); and make for great Do Nows (technique 29). Technique 39: Do It Again Doing it again and doing it right or better or perfect is often the best consequence. Student Looks at the data from the exit ticket to understand how well they mastered the key part of the objective) and to inform what else they need to know. Student Stude		
Gather data (think of answers to your questions as data); use questions to generate a deeper understanding that you can act on; observation (students indicating non-verbally that they have achieved mastery) Respond to the data; the shorter the delay between recognizing a lack of mastery and fixing it the more likely the intervention will be effective; Fixing it can include re-teaching by: a different approach; identifying and re-teaching the problem step; identifying and explaining difficult terms; a slower pace; using a different order; and identifying students of concert Technique 20: Exit Ticket Use a single question or short sequence of problems to solve at the close of a class to check for understanding that provides strong data and critical insights. Teacher Refine your next lesson based on the data from the exit ticket These are quick (one to three questions); they're designed to yield data (fairly simple and focus on one key part of the objective); and make for great Do Nows (technique 29). Technique 39: Do It Again Doing it again and doing it right or better or perfect is often the best consequence. Student Feacher Practice helping students to improve; frame it as "good – better – best" sets a standard of excellence by challenging students positively to show you their best at something Students improve at something without feeling like their being punished or doing it out of students improve at something without feeling like their being punished or doing it out of success.		
understanding that you can act on; observation (students indicating non-verbally that they have achieved mastery) Respond to the data; the shorter the delay between recognizing a lack of mastery and fixing it the more likely the intervention will be effective; Fixing it can include re-teaching by: a different approach; identifying and re-teaching the problem step; identifying and explaining difficult terms; a slower pace; using a different order; and identifying students of concern. Technique 20: Exit Ticket Use a single question or short sequence of problems to solve at the close of a class to check for understanding that provides strong data and critical insights. Student Looks at the data from the exit ticket to understand how well they mastered the key part of the objective and to inform what else they need to know. Technique 39: Do It Again Doing it again and doing it right or better or perfect is often the best consequence. Teacher Practice helping students to improve; frame it as "good – better – best" sets a standard of excellence by challenging students positively to show you their best at something Use a single question or short sequence of problems to solve at the close of a class to check for understanding that provides strong data and critical insights. Student Looks at the data from the exit ticket to understand how well they mastered the key part of the objective and to inform what else they need to know. Student Improves their own performance; experiences greater levels of success Students improve at something without feeling like their being punished or doing it out of		
have achieved mastery) Respond to the data; the shorter the delay between recognizing a lack of mastery and fixing it the more likely the intervention will be effective; Fixing it can include re-teaching by: a different approach; identifying and re-teaching the problem step; identifying and explaining difficult terms; a slower pace; using a different order; and identifying students of concern. Technique 20: Exit Ticket Use a single question or short sequence of problems to solve at the close of a class to check for understanding that provides strong data and critical insights. Teacher Refine your next lesson based on the data from the exit ticket These are quick (one to three questions); they're designed to yield data (fairly simple and focus on one key part of the objective); and make for great Do Nows (technique 29). Technique 39: Do It Again Doing it again and doing it right or better or perfect is often the best consequence. Teacher Practice helping students to improve; frame it as "good – better – best" sets a standard of excellence by challenging students positively to show you their best at something Technique 30: Exit Ticket Looks at the data from the exit ticket to understand how well they mastered the key part of the objective and to inform what else they need to know. Student Improves their own performance; experiences greater levels of success Student Improves their own performance; experiences greater levels of success Students improve at something without feeling like their being punished or doing it out of		answers they provide
Respond to the data; the shorter the delay between recognizing a lack of mastery and fixing it the more likely the intervention will be effective; Fixing it can include re-teaching by: a different approach; identifying and re-teaching the problem step; identifying and explaining difficult terms; a slower pace; using a different order; and identifying students of concern. Technique 20: Exit Ticket Use a single question or short sequence of problems to solve at the close of a class to check for understanding that provides strong data and critical insights. Teacher Refine your next lesson based on the data from the exit ticket These are quick (one to three questions); they're designed to yield data (fairly simple and focus on one key part of the objective); and make for great Do Nows (technique 29). Teacher Practice helping students to improve; frame it as "good – better – best" sets a standard of excellence by challenging students positively to show you their best at something Student Improves their own performance; experiences greater levels of success Students improve at something without feeling like their being punished or doing it out of		
it the more likely the intervention will be effective; Fixing it can include re-teaching by: a different approach; identifying and re-teaching the problem step; identifying and explaining difficult terms; a slower pace; using a different order; and identifying students of concern. Technique 20: Exit Ticket Use a single question or short sequence of problems to solve at the close of a class to check for understanding that provides strong data and critical insights. Student Refine your next lesson based on the data from the exit ticket These are quick (one to three questions); they're designed to yield data (fairly simple and focus on one key part of the objective); and make for great Do Nows (technique 29). Technique 39: Do It Again Doing it again and doing it right or better or perfect is often the best consequence. Teacher Practice helping students to improve; frame it as "good – better – best" sets a standard of excellence by challenging students positively to show you their best at something Technique 30: Exit Ticket Looks at the data from the exit ticket to understand how well they mastered the key part of the objective and to inform what else they need to know. Student Improves their own performance; experiences greater levels of success Student Improves their own performance; experiences greater levels of success Students improve at something without feeling like their being punished or doing it out of		
different approach; identifying and re-teaching the problem step; identifying and explaining difficult terms; a slower pace; using a different order; and identifying students of concern. Technique 20: Exit Ticket Use a single question or short sequence of problems to solve at the close of a class to check for understanding that provides strong data and critical insights. Teacher Refine your next lesson based on the data from the exit ticket These are quick (one to three questions); they're designed to yield data (fairly simple and focus on one key part of the objective); and make for great Do Nows (technique 29). Technique 39: Do It Again Doing it again and doing it right or better or perfect is often the best consequence. Teacher Practice helping students to improve; frame it as "good – better – best" sets a standard of excellence by challenging students positively to show you their best at something Diagraphia and explaining and explaining and explaining students provides strong data and critical insights. Student Looks at the data from the exit ticket to understand how well they mastered the key part of the objective and to inform what else they need to know. Student Improves their own performance; experiences greater levels of success Students improve at something without feeling like their being punished or doing it out of		
Technique 20: Exit Ticket Use a single question or short sequence of problems to solve at the close of a class to check for understanding that provides strong data and critical insights. Teacher Refine your next lesson based on the data from the exit ticket These are quick (one to three questions); they're designed to yield data (fairly simple and focus on one key part of the objective); and make for great Do Nows (technique 29). Technique 39: Do It Again Doing it again and doing it right or better Teacher Practice helping students to improve; frame it as "good – better – best" sets a standard of excellence by challenging students positively to show you their best at something Technique 39: Student Improves their own performance; experiences greater levels of success Students improve at something without feeling like their being punished or doing it out of		
Technique 20: Exit Ticket Use a single question or short sequence of problems to solve at the close of a class to check for understanding that provides strong data and critical insights. Teacher Refine your next lesson based on the data from the exit ticket These are quick (one to three questions); they're designed to yield data (fairly simple and focus on one key part of the objective); and make for great Do Nows (technique 29). Technique 39: Do It Again Doing it again and doing it right or better or perfect is often the best consequence. Teacher Practice helping students to improve; frame it as "good – better – best" sets a standard of excellence by challenging students positively to show you their best at something Technique 39: Do It Again Student Improves their own performance; experiences greater levels of success Students improve at something without feeling like their being punished or doing it out of		
Use a single question or short sequence of problems to solve at the close of a class to check for understanding that provides strong data and critical insights. Teacher Refine your next lesson based on the data from the exit ticket These are quick (one to three questions); they're designed to yield data (fairly simple and focus on one key part of the objective); and make for great Do Nows (technique 29). Technique 39: Do It Again Doing it again and doing it right or better or perfect is often the best consequence. Teacher Practice helping students to improve; frame it as "good – better – best" sets a standard of excellence by challenging students positively to show you their best at something Doing it again and doing it right or better own performance; experiences greater levels of success Students improve at something without feeling like their being punished or doing it out of		0: Exit Ticket
Teacher Refine your next lesson based on the data from the exit ticket These are quick (one to three questions); they're designed to yield data (fairly simple and focus on one key part of the objective); and make for great Do Nows (technique 29). Technique 39: Do It Again Doing it again and doing it right or better or perfect is often the best consequence. Teacher Practice helping students to improve; frame it as "good – better – best" sets a standard of excellence by challenging students positively to show you their best at something Student Looks at the data from the exit ticket to understand how well they mastered the key part of the objective and to inform what else they need to know. Teacher Student Improves their own performance; experiences greater levels of success Students improve at something without feeling like their being punished or doing it out of		
These are quick (one to three questions); they're designed to yield data (fairly simple and focus on one key part of the objective); and make for great Do Nows (technique 29). Technique 39: Do It Again Doing it again and doing it right or better or perfect is often the best consequence. Teacher Practice helping students to improve; frame it as "good – better – best" sets a standard of excellence by challenging students positively to show you their best at something the objective and to inform what else they need to know. Student Improves their own performance; experiences greater levels of success Students improve at something without feeling like their being punished or doing it out of	Teacher	
These are quick (one to three questions); they're designed to yield data (fairly simple and focus on one key part of the objective); and make for great Do Nows (technique 29). Technique 39: Do It Again Doing it again and doing it right or better or perfect is often the best consequence. Teacher Practice helping students to improve; frame it as "good – better – best" sets a standard of excellence by challenging students positively to show you their best at something the objective and to inform what else they need to know. Student Improves their own performance; experiences greater levels of success Students improve at something without feeling like their being punished or doing it out of	Refine your next lesson based on the data from the exit ticket	Looks at the data from the exit ticket to understand how well they mastered the key part of
Technique 39: Do It Again Doing it again and doing it right or better or perfect is often the best consequence. Teacher Practice helping students to improve; frame it as "good – better – best" sets a standard of excellence by challenging students positively to show you their best at something Technique 39: Do It Again Student the best consequence. Student Improves their own performance; experiences greater levels of success Students improve at something without feeling like their being punished or doing it out of	These are quick (one to three questions); they're designed to yield data (fairly simple and	
Doing it again and doing it right or better or perfect is often the best consequence. Teacher Practice helping students to improve; frame it as "good – better – best" sets a standard of excellence by challenging students positively to show you their best at something Student Improves their own performance; experiences greater levels of success Students improve at something without feeling like their being punished or doing it out of	focus on one key part of the objective); and make for great Do Nows (technique 29).	
Doing it again and doing it right or better or perfect is often the best consequence. Teacher Practice helping students to improve; frame it as "good – better – best" sets a standard of excellence by challenging students positively to show you their best at something Student Improves their own performance; experiences greater levels of success Students improve at something without feeling like their being punished or doing it out of		9: Do It Again
Practice helping students to improve; frame it as "good – better – best" sets a standard of excellence by challenging students positively to show you their best at something Improves their own performance; experiences greater levels of success Students improve at something without feeling like their being punished or doing it out of	Doing it again and doing it right or better	or perfect is often the best consequence.
excellence by challenging students positively to show you their best at something Students improve at something without feeling like their being punished or doing it out of	Teacher	Student
	Practice helping students to improve; frame it as "good – better – best" sets a standard of	Improves their own performance; experiences greater levels of success
Have students go back and try again as soon as you know the level of execution won't meet compliance	excellence by challenging students positively to show you their best at something	Students improve at something without feeling like their being punished or doing it out of
	Have students go back and try again as soon as you know the level of execution won't meet	compliance
	the standard you have set	
Technique 49: Normalize Error	·	
Getting it wrong and then getting it right is the fundamental process of schooling; respond to both parts of the sequence as if they were totally and completely normal.	Getting it wrong and then getting it right is the fundamental process of schooling; r	
Teacher Student		
	Since wrong answers are a normal and healthy part of the learning process, avoid chastening	
	wrong answers. Avoid spending a lot of time talking about wrongness and get down to fixing.	, , , , , , , , , , , , , , , , , , , ,
Acknowledge correct or hard work and then move on; don't flatter or fuss. of their learning.	Acknowledge correct or hard work and then move on; don't flatter or fuss.	of their learning.

Hit Rate							
The rate at which students answer the teacher's questions correctly (or adequately and thoroughly if there's no firm right answer)							
Teacher	Student						
If the hit rate is 100%, it's probably time to ask harder questions (unless you've just wrapped	Is challenged with questions that are not too hard or unfair, but are not too easy either						
up a review) and if it is below 2 out of 3 (67%) there is a problem with how you presented	Stretches their thinking without being impossible; students are bored with easy content						
material or how aligned your questions are to that material.							

Growth Guide 7.3 – Teach Like a Champion Techniques

Standard 7: Student Assessment and Data Analysis

Quality Indicator 3: Student-led assessment strategies

	Emerging		Develo	oping	Prof	icient	Distinguished		
7E3) The emerging te	acher		7D3) The developing	g teacher also	7P3) The proficient teacher 7S3) The distinguished				
					also		also		
Uses assessment strategies and timely descriptive feedback to involve learners in some personal-goal setting and self-assessment activities			Purposefully teaches students to use assessment data to think about their own learning, including setting personal learning goals.		1		Model for others how to provide timely descriptive feedback and the engaging of students in establishing personal learning goals, self-assessment, and using evidence to report on their own progress to the teacher, parents, and		
Score = 0	1	2	3	4	5	6	others.		
Jule - U	1			4: Format Matters	3	U	,		
lt's not just w	hat students say that r	matters but how the	•		take their knowledg	ge and express it in t	he language of opportunity.		
Teacher				Student					
Prepare students to suc				_	Take knowledge and express it in a variety of clear and effective formats to fit the demands				
Format Expectations: gr	ammatical; complete s	sentence; audible; a			of the situation and of society				
	Stude	ints learning how to		e 14: Board = Paper	4: Board = Paper ing to take notes and retain a record of their knowledge.				
Teacher	Stude	into learning now to	be good students by lea		Student				
Have students take exact	t notes of what you pu	ut on the board as a	starting point to their		Learn to capture own learning by first copying exactly what the teacher puts down; move on				
capturing their own incr			otal till g point to their	·	to making internal decisions about what to capture				
Provide exact direction		exibility			Increases in own discretion of what is important to capture and how they capture				
			Techn	ique 17: Ratio					
Push more and m	ore of the cognitive w	ork out to students	as soon as they are read	ly, with the understan	ding that the cognit	ive work must be or	n-task, focused, and productive.		
Teacher		Student							
Unbundle (sharing more		Engages in increased doses of cognitive work as soon as they are ready (but not before)							
half-statement (student		Engages in large	er and larger shares	of the right work –	focused and productive				
product both); feign ign									
rigorous when you set the		1							
it); rephrase or add on (
supporting evidence (co									
(allow a short series of some another); and discu				υ,					
rigorous points).	ssion objectives (10cus	uiscussions on the	most productive and						
rigorous poirits).									

Technique 18: Chec	ck for Understanding
	immediately on that knowledge to inform what you do next and how you do it.
Teacher	Student
Check for understanding and do something about it "right away"	Gives off data on the degree of their understanding and mastery of content through the
Gather data (think of answers to your questions as data); use questions to generate a deeper	answers they provide
understanding that you can act on; observation (students indicating non-verbally that they	
have achieved mastery)	
Respond to the data; the shorter the delay between recognizing a lack of mastery and fixing	
it the more likely the intervention will be effective; Fixing it can include re-teaching by: a	
different approach; identifying and re-teaching the problem step; identifying and explaining	
difficult terms; a slower pace; using a different order; and identifying students of concern.	
	: Take a Stand
·	by making judgments about the answers their peers provide.
Teacher	Student
Push students to assess the responses of other students (can be whole class, evaluative,	Actively engages in the ideas around them by making judgments about the answers their
verbal or signaled through a gesture).	peers provide.
Don't ask if they agree, but make students accountable for mentally engaged judgments	Are open to having their ideas be assessed by peers as well
rather than empty and obligatory participation (have students defend their judgment and do	
this technique for both correct and incorrect answers).	
	32: SLANT
•	p; Listen; Ask & answer questions; Nod your head; Track the speaker.
Teacher	Student
Serves as shorthand for reminding students to be attentive and ready learners. Develop non-	Understands what the letters of the acronym means and can successfully adjust their
verbal signals allowing you to remind them without interrupting what you're otherwise	behavior to comply with the direction for each.
doing.	
Technique 33:	On Your Mark
Show students how to prepare for a lesson to	to begin and expect them to do so every day.
Teacher	Student
Show students how to prepare for class and expect it every day: be explicit about what is	Can successfully prepare themselves for learning.
needed; set a time limit for preparation; use a standard consequence; provide tools without	
consequence to those who recognize the need "before" class begins; and include homework	
(most important thing students do that is unsupervised by a teacher).	
	xplain Everything
	ey do and ground the explanation in the mission: getting to college (future success).
Teacher	Student
Deliberately make your expectations clear, rational and logical.	Understands the logic behind rules and expectations designed for their betterment;
The rationale behind decisions made in students' interest and the way that adults think on	understands that group success depends on everyone's participation.
behalf of children is made clear; it happens well in advance of a behavior that needs fixing or	
after the fixing has resulted in the meeting of expectations.	
•	Normalize Error
Teacher	Student
Acknowledge correct or hard work and then move on; don't flatter or fuss.	of their learning.
Getting it wrong and then getting it right is the fundamental process of schooling; r	espond to both parts of the sequence as if they were totally and completely normal.

Growth Guide 7.4 – Teach Like a Champion Techniques

Standard 7: Student Assessment and Data Analysis

Quality Indicator 4: Effect of instruction on individual/class learning

	Emerging		Developir	ng Proficient		Distinguished	
7E4) The emerging te	acher		7D4) The developing tea	acher also	7P4) The proficient teacher		7S4) The distinguished teacher
					also		also
Observes the effect of class instruction on individual and whole class learning.			Collects relevant information and data about current instruction to plan future instruction.		Engages in ongoing assessment of progress of individual students and whole class in order to advance each individual's learning of instructional objectives through modifications to instructional strategies.		Is capable of modeling for others the use of ongoing, consistent assessment throughout the instructional process to gather data about the effect of instruction to enhance individual and class achievement.
Score = 0	1	2	3	4	5	6	7
Teacher Progress from unit plan goal of each lesson; det decide on your activity Teacher Too often, planning on the student does. Think	f the previous day's, prepare objective to define the reaching your goal; and Technique 10 ts will be doing during each of d fails to account for what allows you to see your Use a T-Chart with "You"	(Not executed I technique will r: Double Plan chase of a lesson Student What students	ive in front of studes esult in students eas it is to plan for will do during the	ents; it's the prepara xperience cohesive, l what you will be doin	tion done before teaching. This earning progressions) g and saying. Writing Summaries?		
Gathor	data constantly on wha	at students can de w	Technique 18: Chec			inform what you do r	port and how you do it
Gather data constantly on what students can do while you're teaching and act i Teacher Check for understanding and do something about it "right away" Gather data (think of answers to your questions as data); use questions to generate a deeper understanding that you can act on; observation (students indicating non-verbally that they have achieved mastery) Respond to the data; the shorter the delay between recognizing a lack of mastery and fixing it the more likely the intervention will be effective; Fixing it can include re-teaching by: a different approach; identifying and re-teaching the problem step; identifying and explaining difficult terms; a slower pace; using a different order; and identifying students of concern.						•	d mastery of content through the

Change the Pace							
Use a variety of activities to accomplish your objective and i	move from one to the other throughout the course of a lesson						
Teacher	Student						
People of all ages tend to lose focus after ten minutes, so do something new to engage	Is energized as a part of the learning process						
them.	Feels as if they are moving quickly from activity to activity						
Creation an illusion of speed by using a variety throughout the lesson							
Hit	Rate						
The rate at which students answer the teacher's questions corre	ectly (or adequately and thoroughly if there's no firm right answer)						
Teacher	Student						
If the hit rate is 100%, it's probably time to ask harder questions (unless you've just wrapped	Is challenged with questions that are not too hard or unfair, but are not too easy either						
up a review) and if it is below 2 out of 3 (67%) there is a problem with how you presented	Stretches their thinking without being impossible; students are bored with easy content						
material or how aligned your questions are to that material.							

Growth Guide 7.5 – Teach Like a Champion Techniques

Standard 7: Student Assessment and Data Analysis

Quality Indicator 5: Communication of student progress and maintaining records

E	merging		De	veloping	Proficient Distinguished			
7E5) The emerging teacher 7D5) The developing teacher					7P5) The profici	ent teacher also	7S5) The distinguished teacher also	
Communicates g	eneral inforn	nation about	Uses evidence to		Uses holisti	ic evidence from	Is able to mentor colleagues in the	
student progress	knowledgea	bly,	communi	cate student	multiple da	ta points to detail	use of student performance	
responsibly, and	ethically bas	ed on	progress,	knowledgeably and	student ach	nievement	evidence and managing records to	
appropriate indic	cators, to stu	dents, families,	responsib	ly, based on	continuous	ly throughout	effectively communicate student	
and/or colleague			appropria	te indicators.	instruction.		progress.	
Score = 0	1	2	3	4	5	6	7	
				Technique 2: Rig				
			Set and def	end a high standard of c	orrectness in your c	lassroom		
Teacher					Student			
Do not accept partially	-		•		Strives to provide precise answers to specific questions asked			
the question you asked	•	•		• •	Believes they are capable of getting answers as right as students anywhere else			
technical vocabulary; te	ell students the	ey are almost there	or almost correct	until they are 100%				
correct								
				Technique 18: Check fo	U			
	data constanti	y on what students	can do while you	re teaching and act imn		owledge to inform what y	you do next and how you do it.	
Teacher			. "		Student			
Check for understanding					Gives off data on the degree of their understanding and mastery of content through the			
Gather data (think of answers to your questions as data); use questions to generate a deeper					answers they pro	vide		
understanding that you can act on; observation (students indicating non-verbally that they have achieved mastery)								
Respond to the data; the shorter the delay between recognizing a lack of mastery and fixing it								
the more likely the intervention will be effective; Fixing it can include re-teaching by: a different								
approach; identifying a								
terms; a slower pace; us	_							
terring, a slower pace, a.	Jing a different	t oraci, and identify	ying students of c	OTICCITI.	1			

Growth Guide 7.6 – Teach Like a Champion Techniques

Standard 7: Student Assessment and Data Analysis

Quality Indicator 6: Collaborative data analysis

En	nerging		Dev	eloping	Proficient Distinguished				
7E6) The emerging	teacher		7D6) The develop	ing teacher also	7P6) The proficien	nt teacher also	7S6) The distinguished teacher also		
Engages in a collaborative process of data analysis with colleagues at the grade, department and school level.			Works in teams to share and analyze data to measure accomplishment of curricular goals to inform gradedepartment level and/or schoolwide decisions.		Helps to establish, maintain and/or participate in professional learning communities to share and analyze data to measure accomplishment of curricular goals and plan for curricular modification.		Acts in a leadership position when working in teams to share and analyze data to measure accomplishment of curricular goals and to use this information to inform his/her instruction.		
Score = 0	1	2	3	4	5	6	7		
				Technique 6: Beg	•				
Teaching by methodic	cally asking how	v one day's le	sson builds off the pr	evious day's, prepares f	for the next day's and al	ll three fit into a larg	er sequence of objectives that leads to mastery.		
Teacher					Student				
Progress from unit pla goal of each lesson; d decide on your activit	etermine how		-		(Not executed live in front of students; it's the preparation done before teaching. This technique will result in students experience cohesive, learning progressions)				

Growth Guide 8.1 – Teach Like a Champion Techniques

Standard 8: Professionalism

The teacher is a reflective practitioner who continually assesses the effects of choices and actions on others. The teacher actively seeks out opportunities to grow professionally in order to improve learning for all students.

Quality Indicator 1: Self-assessment and improvement

	Emerging	Developing		Proficient		Distinguished	
8E1) The emergi	ng teacher	8D1) The developi	ng teacher also	8P1) The proficient teacher also 8S1) The distinguished teacher also			
Generally uses self-assessment and problem-solving strategies to reflect on practice in order to influence students' growth and learning.		Consistently engages in reflective practice and consistently applies this to his/her instructional process and to modify future instruction.		Continuously engages in a variety of self-assessment and problemsolving strategies which have implications for student growth and learning, within the classroom and the larger school environment.		Models and/or serves as a mentor, in how to engage in reflective practice and in the use of, policies about, and training for using assessment data and other sources of information about student performance.	
Score = 0	1 2	3	4	5	6	7	
	The skill of not apologizing	for students is critical i	Technique 5: W not only in the introdu		naterial but in reacting t	o students' response to it.	
Teaching by me Teacher Progress from unit	t planning to lesson planning; uson; determine how to assess your	lesson builds off the p	Technique 6: Be revious day's, prepare tive to define the	Student Self-perception is raised because they know they can handle any content, no matter how difficult They discover interest in content they might not have thought would be interesting egin with the End es for the next day's and all three fit into a larger sequence of objectives that leads to mastery. Student (Not executed live in front of students; it's the preparation done before teaching. This technique will result in students experience cohesive, learning progressions)			
				e7: 4 Ms			
Teacher Great objectives an measureable (succ	re manageable (has size & scope cess can be determined by the en the focuses on the most essentia	e to be taught in a sing nd of class); made first	le lesson);	easureable, Made first, and Most important on the path to college (Todd McKee). Student (Not executed live in front of students; it's the preparation done before teaching. This technique will result in student learning driven by useful, effective lesson objectives)			
·		,	Technique 9:	Shortest Path			
	All things being	equal, the simplest ex	planation or strategy i	gy is the best; opt for the most direct route from point to point.			
-	jective is the main criterion and	the best strategy for a	chieving it is what	Student Is focused on the lesson objectivity;			
gets you to master	ry best and fastest.			Experiences reduced distractions			

	: Double Plan
It's as important to plan for what students will be doing during each	phase of a lesson as it is to plan for what you will be doing and saying.
Teacher Too often, planning only focusing on what the teacher is doing and fails to account for what the student does. Thinking and planning for what students will do allows you to see your lesson through their eyes and keeps them productively engaged. Use a T-Chart with "You" on one side and "Them" on the other	Student What students will do during the lesson? Taking notes? Writing Summaries?
	ck for Understanding
	immediately on that knowledge to inform what you do next and how you do it.
Teacher	Student
Check for understanding and do something about it "right away" Gather data (think of answers to your questions as data); use questions to generate a deeper understanding that you can act on; observation (students indicating non-verbally that they have achieved mastery) Respond to the data; the shorter the delay between recognizing a lack of mastery and fixing it the more likely the intervention will be effective; Fixing it can include re-teaching by: a different approach; identifying and re-teaching the problem step; identifying and explaining difficult terms; a slower pace; using a different order; and identifying students of concern.	Gives off data on the degree of their understanding and mastery of content through the answers they provide
	: Strong Voice
	respect and credibility, build relationships, and exude confidence and poise.
Teacher Establish control, command and benign authority that make the use of excessive consequences unnecessary. This includes an economy of language (focus students on what is most important and nothing more); do not talk over (wait until there is no other talking or rustling); do not engage (avoid engaging in other topics until you have satisfactorily resolved the topic you initiated); square up/stand still (turn, with two feet and two shoulders to face the object of your words directly); and use quiet power (when you get nervous, anxious and upset, drop your voice and make students strain to listen-exude poise and calm even if you aren't feeling it).	Student Feels as if they are being taught by someone who is in control of their learning. Sees the teachers as someone who can control their emotions, is credible and worthy of respect. : Warm / Strict
At exactly the same time, be both warm (caring, funny, concerned, no	urturing) and strict (by the book, relentless, and sometimes inflexible).
Teacher Warmth and strictness are not opposites: explain to students why you are doing what you are doing; distinguish between the behavior and the person; demonstrate that a consequence is temporary, once over it is immediately in the past; use warm, nonverbal behavior	Student Understands that they are held to very high standards that will be enforced by someone who genuinely cares about them.
	: The J-Factor
Find and promote the joy of learning to ach	nieve a happy and high-achieving classroom.
Teacher Uses fun and games to draw on a kid's love for challenges, competition and play; makes kids feel they belong and are a part of "us"; uses drama, song and dance to raise spirits and establish collective identity; invokes humor to make happy and fulfilled students; and uses suspense and surprise to make the classroom an adventure.	Student Experiences the joy and enjoyment of learning Realizes that learning can be fun and exciting and yet controlled and productive
	notional Constancy
	ns to student achievement not the emotions of students you teach.
Teacher Earn students' trust by having them know you are always under control. Provide an emotional rudder to help students return to productivity as soon as possible when emotions run hot.	Student Success, in the long run, is about a consistent relationship with productive behaviors

Growth Guide 8.2 – Teach Like a Champion Techniques

Standard 8: Professionalism

Quality Indicator 2: Professional learning

Er	nerging		Devel	oping	Profi	cient	Distinguished		
8E2) The emerging	8E2) The emerging teacher 8D2) The developing teacher also				8P2) The proficient teacher also		8S2) The distinguished teacher also		
Is aware of and	d utilizes reso	ources	Applies knowle	edge gained from a	Shares new k	nowledge and	Evaluates, procures and creates		
available for p				ces to the benefit		colleagues to	resources for professional development		
available for pr	Olessional ic	airiiig.	of students in t		benefit the le	-	and actively participates in professional		
			or students in t	ile classiooni.		•			
					students in m	uitipie	development in the larger professional		
		1		1	classrooms.	1	community.		
Score = 0	1	2	3	4	5	6	7		
				Technique 6: Beg	•				
	odically asking	how one day's	lesson builds off the pr	evious day's, prepares		l all three fit into a la	arger sequence of objectives that leads to mastery.		
Teacher					Student				
			e a well-framed objecti				t's the preparation done before teaching. This		
	mine how to a	issess your effe	ctiveness in reaching yo	our goal; and decide	technique will result	in students experie	nce cohesive, learning progressions)		
on your activity									
				Technique					
A great	: lesson object	ive and therefo	re a great lesson should	d be Manageable, Mea	sureable, Made first, a	and Most important	on the path to college (Todd McKee).		
Teacher					Student				
			e to be taught in a single		(Not executed live in	n front of students; i	t's the preparation done before teaching. This		
			nd of class); made first ((guides activities);	technique will result in student learning driven by useful, effective lesson objectives)				
and most important	focuses on th	e most essentia	Il learning there is).						
				Technique 10:					
	It's as imp	portant to plan	for what students will b	e doing during each p	hase of a lesson as it is	to plan for what yo	u will be doing and saying.		
Teacher					Student				
Too often, planning	only focusing o	on what the tea	cher is doing and fails t	o account for what	What students will o	do during the lesson	? Taking notes? Writing Summaries?		
the student does. Thi	nking and pla	nning for what	students will do allows	you to see your					
lesson through their	eyes and keep	s them product	tively engaged. Use a T-	Chart with "You" on					
one side and "Them"	on the other								
				Technique 47: Emo	tional Constancy				
	Model	the modulation	of emotions (no explos	sions) and tie emotion	s to student achievem	ent not the emotion	s of students you teach.		
Teacher					Student				
Earn students' trust k	y having then	n know you are	always under control.		Success, in the long run, is about a consistent relationship with productive behaviors				
Provide an emotional rudder to help students return to productivity as soon as possible when									
emotions run hot.			•	•					
				Every Minu	te Matters				
		Т	ime is water in the dese			can always be teach	ing		
Teacher				•	Student				
Keep a series of shor	t learning activ	vities ready so y	ou're prepared when a	two-minute					
•	_		waiting for buses, etc.)		1		.		
•	_				Experiences no wasted time; comes to understand that the learning process is one in wh every minute counts				

Look Forward							
Mild suspense creates tension, excitement and anticipation around learning							
Teacher	Student						
Make your pacing feel more vibrant by building in some type of mild suspense into your	Is motivated to see the learning through to the end (how it turns out)						
learning objective	Wants to know what is coming next						

Growth Guide 8.3 – Teach Like a Champion Techniques

Standard 8: Professionalism

Quality Indicator 3: Professional rights, responsibilities and ethical practices

Emerging			Develop	ing	Profic	cient	Distinguished	
8E3) The emerging teacher			8D3) The developing teacher		8P3) The proficient teacher also		8S3) The distinguished teacher also	
			also					
Demonstrates professionalism and ethical behavior by adhering to the code of conduct and aligning classroom practices to district policies and school procedures. Score = 0 1 2			Consistently exhibits professionalism in all situations and ensures that classroom practices align to district policies and school procedures. 3 4		Assists colleagues by consistently modeling professionalism throughout the school and district and the broader community.		Influences the framing, revision and advocating of policies and procedures that promotes ethical and professional behavior of all educators.	
	The skill of not a	nologizing for	students is critical not o		Vithout Apology ection and framing of mate	erial but in reacting to st	tudents' response to it.	
Teacher Reframe from apolog it (we have to learn it	-		ming something will be	boring; blaming	Student Self-perception is raised because they know they can handle any content, no matter how difficult They discover interest in content they might not have thought would be interesting			
				•	gin with the End			
	dically asking how	one day's les	sson builds off the previ	ous day's, prepare		II three fit into a larger s	sequence of objectives that leads to mastery.	
	etermine how to		well-framed objective t fectiveness in reaching y		Student (Not executed live in front of students; it's the preparation done before teaching. This technique will result in students experience cohesive, learning progressions)			
Technique 10: Double Plan								
	It's as importa	nt to plan for	what students will be d	oing during each	phase of a lesson as it is to plan for what you will be doing and saying.			
the student does. Thi	nking and planning eyes and keeps the	g for what stu	er is doing and fails to a dents will do allows you lly engaged. Use a T-Cha	to see your	Student What students will do during the lesson? Taking notes? Writing Summaries?			
Technique 35: Props								
	Public _I	oraise from th	e class for students who	demonstrate exc	ccellence or exemplify virtues (also called "shout-outs" or "ups")			
Teacher Can cue a prop in one second; can be visceral (non-verbal and without a message); is universal (everyone joins in); its tone is lively and fun; is evolving (students can suggest and develop ideas)					Student Gives props the right way: crisply, quickly and enthusiastically for peers Receives props from classmates for doing something excellent or virtuous			

Technique 36: 100 Percent

There's one acceptable percentage of students following a direction: 100%. Less and your authority is subject to interpretation, situation, and motivation.

Teacher

Sets a standard, not a goal, of 100% compliance; culture of compliance is both positive and more importantly invisible (matter of habit). Most sustainable form of compliance is one that for both teacher and student is about achievement, not an empty exercise in teacher power. To get 100% compliance use the least invasive form of intervention (in order try nonverbal intervention, positive group correction, anonymous individual correction, private individual correction, lightning-quick public correction, and consequence); rely on firm, calm finesse (complying is an exercise in purpose, not power: you emphasize compliance when you invent ways to maximize visibility, be seen looking, avoid marginal compliance, and leverage the power of unacknowledged behavioral opportunities).

Student

Does as they are asked without ever seeming to think about it (out of habit). Learns how to do rituals and routines right.

Engages in 100% compliance because it promotes their own achievement, not because it is about the teacher's power

Does not comply in order to please the teacher but to promote their own learning

Technique 37: What To Do

Give directions to students in a way that provides clear and useful guidance – enough to allow any student who wanted to do as they have been asked to do so easily.

Teacher

Make directions routinely useful and easy to follow. They should be specific (focus on manageable and precisely described actions); concrete (involve clear, actionable steps that any student knows how to do); sequential (describes a sequence of actionable steps); and observable (things the teacher can plainly see and verify).

Student

A larger portion of non-compliance occurs because of incompetence, not defiance Incompetence requires direction in order to become competent allowing the student to move from non-compliant to compliant.

Technique 38: Strong Voice

Manifestation of the unique power of individuals and their ability to earn respect and credibility, build relationships, and exude confidence and poise.

Teacher

Establish control, command and benign authority that make the use of excessive consequences unnecessary. This includes an economy of language (focus students on what is most important and nothing more); do not talk over (wait until there is no other talking or rustling); do not engage (avoid engaging in other topics until you have satisfactorily resolved the topic you initiated); square up/stand still (turn, with two feet and two shoulders to face the object of your words directly); and use quiet power (when you get nervous, anxious and upset, drop your voice and make students strain to listen-exude poise and calm even if you aren't feeling it).

Student

Feels as if they are being taught by someone who is in control of their learning. Sees the teachers as someone who can control their emotions, is credible and worthy of respect.

Technique 40: Sweat the Details

To reach the highest standards, you must create the perception of order.

Teacher

Clean up clutter, keep desk rows tidy, make sure shirts are tucked in and hats off, Change students' perception of your classroom by making it seem an orderly, organized place where it is hard to imagine disorder rearing its head

Student

If they think the front line of their struggle to test the rules is seeing what color socks they can get away with under uniform guidelines, they are far less likely to consider other ways to test the rules

Technique 42: No Warnings

Using minor interventions and small consequences administered fairly and without hesitation before a situation gets emotional is the key to maintaining control and earning student respect.

Teacher

Take action rather than get angry: act early (use minor interventions to prevent major ones); act reliably (be predictably consistent); act proportionately (start small when the misbehavior is small).

Giving a warning is not taking action; it is threatening to take action; once you determine a behavior is the result of disobedience (it's deliberate) rather than incompetence, a consequence is better than a warning. Issue consequences: be calm, poised and impersonal; be incremental; and be private when you can and public when you must

Student

Does not behave to please you, but demonstrates the correct behaviors to better themselves, and to be the best they can be and get the most out of school Experiences help and clarity when they demonstrate incompetence Experiences incremental consequences when they demonstrate disobedience

Technique 43: F	Positive Framing								
	Make corrections consistently and positively. Narrate the world you want your students to see even while you are relentlessly improving it.								
Teacher	Student								
Live in the now (in public: in front of your class or when a lesson is underway); assume the	Is encouraged to do their best without being threatened by penalty unless it becomes								
best instead of ill intention (it could be the result of distraction, lack of practice, or genuine	absolutely necessary								
misunderstanding instead of ill intention); allow plausible anonymity (don't call someone out	Does not experience embarrassment or harassment								
until you have to); build momentum and narrate the positive (make the positive the normal	Experience positive reaction even when being corrected								
or status quo); challenge (build competition into the day); talk expectations and aspirations									
(the goal is for them to leave you and move on to bigger and better things).									
Technique 44: Precise Praise									
Use positive reinforcement as a powerful classroom tool									
Teacher	Student								
Differentiate acknowledgment and praise (acknowledge when expectations have been met	Understands that meeting expectation will be acknowledged but that receiving praise is								
and praise when the exceptional has been achieved); praise and acknowledge loud – fix soft;	reserved for when exceptional work has been demonstrated								
praise must be genuine (address praise and correction specifically to those who need to									
receive it – don't use the praise of one student to serve as the correction of another).									
Technique 45: Warm / Strict									
At exactly the same time, be both warm (caring, funny, concerned, no									
Teacher	Student								
Warmth and strictness are not opposites: explain to students why you are doing what you	Understands that they are held to very high standards that will be enforced by someone who								
are doing; distinguish between the behavior and the person; demonstrate that a	genuinely cares about them.								
consequence is temporary, once over it is immediately in the past; use warm, nonverbal									
behavior									
Technique 47: Em	·								
Model the modulation of emotions (no explosions) and tie emotion Teacher	Student achievement not the emotions of students you teach.								
Earn students' trust by having them know you are always under control. Provide an emotional rudder to help students return to productivity as soon as possible	Success, in the long run, is about a consistent relationship with productive behaviors								
when emotions run hot.									
Technique 48: Ex	valain Everything								
Make expectations clear, rational and logical; remind students why they do what th	•								
Teacher	Student								
Deliberately make your expectations clear, rational and logical.	Understands the logic behind rules and expectations designed for their betterment;								
The rationale behind decisions made in students' interest and the way that adults think on	understands the logic bening rules and expectations designed for their betterment,								
behalf of children is made clear; it happens well in advance of a behavior that needs fixing or	understands that group success depends on everyone's participation.								
after the fixing has resulted in the meeting of expectations.									
Technique 49: Normalize Error									
Getting it wrong and then getting it right is the fundamental process of schooling; respond to both parts of the sequence as if they were totally and completely normal.									
Teacher	Student								
Since wrong answers are a normal and healthy part of the learning process, avoid chastening	Experiences an incentive to take on challenges and take risks because being wrong is ok.								
wrong answers. Avoid spending a lot of time talking about wrongness and get down to fixing.	They are acknowledged for hard work and being correct and wrong answers are normal part								
Acknowledge correct or hard work and then move on; don't flatter or fuss.	of their learning.								
The state of the s									

Growth Guide 9.1 – Teach Like a Champion Techniques

Standard 9: Professional Collaboration

The teacher has effective working relationships with students, parents, school colleagues, and community members.

Quality Indicator 1: Induction and collegial activities

E	merging		Devel	oping	Proficie	nt	Distinguished		
9E1) The emergin	g teacher		9D1) The developin	g teacher also	9P1) The proficient tead	her also	9S1) The distinguished teacher also		
Engages in supporting the school's vision, mission, values and goals, participates in curriculum and staff development, and works with their trained mentor to strengthen relationships in the school and community.			Contributes to achieving the mission, vision, values and goals, including monitoring and evaluating progress toward these goals, and other school improvement efforts.		Actively engages in relationship building efforts in the school, district and community and contributes and shares knowledge and expertise in order to assist in the collective improvement of professional practice.		Informally (or formally as a mentor) is available as a resource to colleagues in the school and/or district in achieving a shared mission, vision, values and goals and relationship building efforts through collegial activities and the induction process.		
Score = 0	1	2	3	4	5 6		7		
Technique 6: Begin with the End									
Teaching by met	hodically askir	ng how one da	y's lesson builds off the	previous day's, prepare	res for the next day's and all three fit into a larger sequence of objectives that leads to mastery.				
Teacher					Student				
			use a well-framed object		(Not executed live in front of students; it's the preparation done before teaching. This				
goal of each lesson, decide on your acti		ow to assess yo	our effectiveness in reac	hing your goal; and	technique will result in students experience cohesive, learning progressions)				

Growth Guide 9.2 – Teach Like a Champion Techniques

Standard 9: Professional Collaboration

Quality Indicator 2: Collaborating to meet student needs

Emerging				oping Proficient			Distinguished	
9E2) The emerging tea	icher		9D2) The developing teacher		9P2) The proficient teacher also		9S2) The distinguished teacher also	
			also					
the system to pro	Identifies ways to work with others across the system to provide needed services to support individual learners.			Works with colleagues and administrators at the school level and in the larger professional community to develop strategic, schoolbased systems to address student needs		rks with administrators to c, school-based ess student needs onitoring the those systems.	Is capable of taking a leadership role or serving as an informal resource in working with the larger professional community in how to work with others across the system to identify and provide needed services to support individual learners.	
Score = 0	1	2	3	4	5 6		7	
				egin with the End				
Teaching by methodically asking how one day's lesson builds off the previous day's, prepare					es for the next day's and a	all three fit into a larg	er sequence of objectives that leads to mastery.	
Teacher					Student			
Progress from unit planning to lesson planning; use a well-framed objective to define the					(Not executed live in front of students; it's the preparation done before teaching. This			
goal of each lesson; dete decide on your activity	rmine how to as	sess your effe	ctiveness in reaching y	our goal; and	technique will result in students experience cohesive, learning progressions)			

Growth Guide 9.3 – Teach Like a Champion Techniques

Standard 9: Professional Collaboration

Quality Indicator 3: Cooperative partnerships in support of student learning

Emerging			Developing Proficient			Distinguished	
9E3) The emerging teached		9D3) The develop also With colleage	ues, creates and	9P3) The proficionalso Consistently colleagues a	engages with	9S3) The distinguished teacher also Takes an active leadership role or serve as an informal	
cooperative partnerships with students and families to support students' learning and wellbeing.			cultivates new partnerships with students, families and community members to support students' learning and well-being.		administrators at the school and district level to develop, maintain and further partnerships with students, families and community members to support students' learning and well-being.		resource at the school and district level in developing partnerships with students, families and community members to support students' learning and wellbeing.
Score = 0	1	2	3	4	5	6	7